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An overview of the counseling philosophy, organization, and services now in operation in the upper grades of the Chicago school system is provided. The purpose of the program is to assist each student to develop realistic ideas and images about himself; to learn about the opportunities for himself in the world; and to help him formulate, plan for, and achieve worthy and realistic goals with ever-increasing self-direction.

Every student in grades seven through twelve is part of a longitudinal guidance program involving continuous counseling with the same counselor as long as he remains in the same school. The principles and goals of counseling receive varying emphasis at different grade levels.

A guide outline for counselors emphasizing services and activities for grade levels is presented. The following basic services are provided and discussed: articulation and orientation, identification and exploration of individuals, dissemination of occupational and educational information, counseling, parent conferences, placement activities, referral services, followup and evaluation activities, and maintenance of a system of records. Also discussed in detail are basic techniques for guidance and resources for a guidance program. The appendix includes specific information about publications, employment and age certificates, and forms and standards for use in preparing and evaluating occupational literature.

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HANDBOOK

for counselors

GRADES

7
8
9
10
11
12

BOARD OF EDUCATION — CITY OF CHICAGO

HANDBOOK FOR COUNSELORS

Grades Seven through Twelve

BENJAMIN C. WILLIS

General Superintendent of Schools

Educational Materials Laboratory
Office of Education
MAY 1965

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

BOARD OF EDUCATION
CITY OF CHICAGO

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FOREWORD

The calendar year 1963 marks the fiftieth anniversary of the first organized guidance program in the Chicago public schools. Since 1913, except for three years in the deep depression of the 1930's, school staff has been provided by the Board of Education to meet the guidance needs of the school population. The organization and emphasis have varied in the fifty years but have always reflected the current professional thinking and school philosophy. Major advances were made in 1961 when it was possible to expand the school counselor staffs. The main characteristics of these advances which now characterize the program are as follows:

Department status for the counselor staff

Increased counselor requirements and more formalized selection and assignment procedures

Primary assignment of counselors to responsibility for the total guidance needs of a section of the student body rather than to responsibility for certain school-wide guidance functions

Continuous contact for each student with the same counselor throughout the student's enrollment in the building

Chairmanship of the guidance department by an assistant principal where there are two or more, with delegation of co-ordinating responsibilities as needed

An organized program of services, "inescapable" in nature, progressive and cumulative from year to year

Weekly, class-size group guidance sessions in grades seven and eight, and provision for a similar program in high schools as rapidly as possible.

The present Handbook for Counselors provides an overview of the philosophy, organization, and services now in operation in our upper grade centers and high schools. In suggesting patterns for grade level emphasis and the scope of the total guidance services, the Handbook outlines the framework and provides the flexibility needed by individual schools to develop local programs.

A previous tentative handbook was published in 1960. The present manuscript has resulted from experience with the previous one and the evaluative comments of counselors and supervisors gathered in the spring of 1962. Further revisions are anticipated as more experience is gained both with this Handbook and the present pattern of basic organization.

BENJAMIN C. WILLIS
General Superintendent of Schools

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BUREAU OF PUPIL PERSONNEL SERVICES

Blanche B. Paulson
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Appreciation is expressed to Mrs. Marcella Nell, supervisor, and to Miss Margaret Boller, assistant director in the Bureau of Pupil Personnel Services. Mrs. Nell prepared both the 1960 edition and the main body of this edition, utilizing extensive interview material prepared by Miss Boller.

Appreciation is also expressed to the many counselors who evaluated the 1960 edition in preparation for the 1963 edition; to those who read the present manuscript; and to the supervisory staff of the Bureau of Pupil Personnel Services who prepared the grade level emphases and evaluation plans through committee work and who gathered and organized the evaluations by counselors.

This publication was prepared in the Bureau of Pupil Personnel Services under the supervision of Blanche B. Paulson, Director.

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HUMAN RELATIONS POLICY

Adopted by the

Board of Education, City of Chicago

January 14, 1959

Better human relationships among all people based upon deeper mutual understanding is a primary objective of the entire educational program in Chicago's public schools. All activities under the jurisdiction of the Chicago Board of Education shall be so organized and all persons so directed as to bring this desirable objective to closer fulfillment, promptly and prudently.

All decisions and acts of the Chicago Board of Education shall conform to the spirit of and respect for the Declaration of Independence and the Constitution of the United States, the Constitution of Illinois, and all other federal, state and municipal laws and regulations. The Chicago Board of Education recognizes that the achievement of better human relations has moral and spiritual as well as educational aspects. It involves belief in the rights of man and our attitudes toward our fellow human beings. We teach for the purpose of developing behavior that is exemplary in both personal and group living in a representative society where responsibilities and duties are corollaries of privileges and rights, and where respect for the worth and dignity of the individual is fundamental.

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BASIC PRINCIPLES OF GUIDANCE

CHAPTER I

BASIC GUIDANCE PROGRAM: CHICAGO PUBLIC SCHOOLS

"Guidance is organized help to young people in the selection and interpretation of their experience; in the formulation of attitudes; in the solving of problems; in the making of their choices; in their growth toward competent, serene maturity; and in their right and necessity to be themselves at their best. Self-guidance is the goal of guidance."[1]

The purpose of the guidance program is to assist each student to develop realistic ideas and images about himself and about the opportunities for him in the world and to help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction. Thus guidance is not an emergency program for a few but a continuing program for all.

Development of Guidance in Chicago

The Chicago public schools have had guidance programs continuously for almost fifty years (since 1913) except for three years during the depression. The first Chicago guidance program emphasized vocational guidance, reflecting the national emphasis. Guidance workers were concerned with dropouts and with employment opportunities for them and with out-of-school and out-of-work youth. The next guidance program, organized in 1936, emphasized the identification of individual differences through the use of improved psychological insights and testing techniques and was primarily concerned with the educational adjustment of young people at both elementary and high school levels. In 1939 provision was made for the inclusion of occupational and educational information in the program, and in 1944 problems of school attendance were included. This program provided service at various crucial points in the student's career, but it did not provide for routine, continuous counseling for every student with the same counselor over the full range of his stay in school.

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[1] Benjamin C. Willis, General Superintendent of Schools, in a speech at the Chicago Public High School Guidance Conference, May 21, 1956. Published in Personnel and Guidance Journal, April, 1957, p.490.

Since 1956 the guidance program of the Chicago public schools has been pointed in the direction of a coordinated program providing individual counseling and group guidance sessions for every student in grades seven through twelve. In September 1961, the Chicago public high school guidance program was expanded to increase as well as to improve service, and counselors were appointed in upper grade centers. Every student in grades seven through twelve is now part of a longitudinal guidance program involving continuous counseling with the same counselor as long as he remains in the same school.

Basic Guidance Services

The basic guidance program is carried on by counselors using group and individual methods to develop an organized program of services for young people.

The following basic services are provided:

articulation and orientation activities
identification and exploration of individual characteristics
dissemination of occupational and educational information
counseling
parent conferences
placement activities
referral services
follow-up and evaluation activities
maintenance of a system of records.

Grade Level Emphases in Guidance Services

The fundamental goals of the guidance program remain the same throughout the school experience of the student, but the emphasis differs from age level to age level; the services vary with individual needs, and the role of the student in his own guidance extends as his maturity increases. Both the ultimate goal of the program and its greatest challenge lie in providing the appropriate service at the time of initial need so that moments of crisis may be averted or minimized.

The following outline is intended to relate information services and activities, possible areas for exploration in counseling or in group work, and techniques of guidance to the basic needs of youth. The grade level organization has been chosen to underscore the continuity required in a program to meet the recurrence of needs and to provide a basis for organization. The outline encompasses grades seven through twelve.

Grade Level Emphases in Guidance Services

Emphases in Services and Activities	Illustrative Suggestions to Use with Groups and Individuals in Counseling

7th GRADE

Learning to Know Oneself

Discovering interests	Discussing interests both in and out of school
	Discussing interests in connection with school subjects
Appraising abilities and achievements	Discussing 6A test data in relation to abilities and achievements
	Discussing abilities and achievements both in and out of school
	Participating in group conferences and individual interviews with parents and others to discuss abilities, interests, and achievement
	Using Group Guidance for Upper Elementary Grades[2]

Learning about Opportunities

Getting acquainted with the school	Participating in assemblies and individual group conferences on school activities
	Discussing school subjects and content of courses
	Using Group Guidance for Upper Elementary Grades[2]

Developing Habits and Relationships

Learning study habits and practicing skills	Learning about school resources
	Learning advantageous methods of study in content areas

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[2] Chicago, Board of Education, Group Guidance for Upper Elementary Grades, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

	Learning about the library and reference materials
	Learning about and using community resources
	Learning to budget time
	Relating learning skills to future achievement
Discovering attitudes and feelings in relation to others	Becoming aware of the need to be approved, accepted, and recognized by others
	Participating in school clubs and activities
	Learning of the basis for feelings about others
	Exploring social courtesies

Making and Carrying Out Plans

Appraising the present	Examining present progress in school
	Discussing content of school subjects and implications for planning
Planning for the future	Relating school work to future plans
	Discussing 6A test data in relation to educational planning
	Finding out about local high schools
	Learning about the jobs and job activities in the family, the school, and the community
Learning to plan the use of time	Discussing priorities in the use of time
	Keeping a log and budgeting time for a specific period
	Using *Group Guidance for Upper Elementary Grades*

8th GRADE

Learning to Know Oneself

Appraising abilities and achievements	Discussing 8B test data in relation to ability and achievement Examining school achievement
Understanding individual differences	Examining differences in ability and achievement in various areas
Exploring personal characteristics	Examining individual characteristics in relation to their effect on physical, mental, and social development

Learning about Opportunities

Discovering educational opportunities	Learning about high schools and courses of study Learning about opportunities for education beyond high school Using the booklet *What Next for the 8A Graduate?*[3] Participating in Parent Interview Day and high school orientation activities Participating in parent conferences on topics suggested by the parent folder series pamphlets. (*High School Is a Job*, *High School Will Be Different*, *High School Should Be Fun*)[4]
Discovering vocational opportunities	Participating in industrial conferences, tours, and trips Discussing the world of jobs Discussing work experiences

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[3] Chicago, Board of Education, *What Next for the 8A Graduate?*, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963). Issued annually.

[4] Chicago, Board of Education, Guidance Folder Number One: *High School Will Be Different*, Guidance Folder Number Two: *High School Is a Job*, Guidance Folder Number Three: *High School Should Be Fun*, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963). Issued annually.

Getting acquainted with occupational and educational literature	Using films, interviews, and radio and television material Using the library, books, pamphlets, newspapers, and magazines Using Group Guidance for Upper Elementary Grades

Developing Habits and Relationships

Practicing good study habits and developing skills	Knowing and using school resources Learning methods and procedures of independent study; initiating study in areas of special interest; developing intrinsic motives for independent study
Exploring attitudes and feelings in regard to others	Developing an awareness of the needs of others Developing self-confidence in relationships with others Exploring qualities of leadership Learning to make decisions and to take action which involves choice of values Exploring and practicing acceptable social courtesies at school, at home, in the community

Making and Carrying Out Plans

Making plans for high school	Participating in group meetings and individual interviews following the 8B testing program and making educational and occupational plans Participating in Parent Interview Day and other planning sessions Meeting with high school students Taking part in high school orientation programs Using What Next for the 8A Graduate? Using Group Guidance for Upper Elementary Grades

Exploring long-range plans	Discussing the world of work
	Discussing job requirements and relating job requirements to interests and abilities
	Discussing employment certification regulations
	Discussing educational requirements and occupational trends
	Discussing educational opportunities beyond high school

9th GRADE

Learning to Know Oneself

Understanding individual differences	Discussing varying rates of development - physical, mental, social
	Discussing differences revealed by 9A test data
	Discussing the role of individual differences in the selection of high school courses
Appraising abilities and achievements	Inventorying achievements, interests, and preferences
	Participating in interpretation of 9A test data by students and parents
	Using Plotting Your Program[5] and Group Guidance for High School[6]
	Appraising school activities in relation to abilities
	Recognizing and developing specific abilities

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[5] Chicago, Board of Education, Plotting Your Program, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963). Issued annually.

[6] Chicago, Board of Education, Group Guidance for High School, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

Learning about Opportunities

Getting acquainted with the school	Participating in orientation activities, assemblies, contacts with upper-classmen, tours of building
	Learning about class rank and the grading system
	Understanding school rules and regulations
Relating high school subjects to self-development and educational opportunities	Participating in assemblies and group meetings on school subjects and activities
	Discussing scholarship opportunities and learning about current scholarship winners
	Participating in conferences on college admission requirements and "How to Choose a College"
Exploring how and where people work	Participating in conferences, tours, and trips to jobs and industries
	Using films on colleges and careers
	Using the library and other resources for occupational and educational information
	Using *Group Guidance for High School*

Developing Habits and Relationships

Learning to become an effective student	Knowing the school and resources
	Knowing how to study
	Knowing how to use the library and other resources
	Knowing how to utilize opportunities outside of school
	Learning about the grading system and the implications of grades
	Concentrating effort and attention toward effective school progress
	Learning to budget time

Learning about relationships with other people	Becoming aware of attitudes and feelings of self and others
	Surveying and choosing school clubs and activities
	Widening the circle of friends and acquaintances
	Learning and practicing acceptable social courtesies
	Exploring values and goals

Making and Carrying Out Plans

Planning one's high school program	Discussing 9A test data in relation to educational and occupational planning
	Using Plotting Your Program
	Making a four-year educational plan for high school
	Discussing compulsory attendance laws
Projecting post-high school plans	Projecting plans for college or other post-high school training in parent-student-counselor conferences
	Discussing ways to finance education
	Relating school electives to future plans
	Discussing part-time and vacation jobs, try-out experiences, and the Child Labor Law

10th GRADE

Learning to Know Oneself

Evaluating progress	Reviewing class placement
	Evaluating school achievement, grades, social progress, and status in school
	Reviewing notations made in Plotting Your Program in 9A

Exploring interests	Continuing discussion of interests and preferences in educational, occupational, and social areas
	Evaluating part-time job experience
Assessing personal characteristics	Discussing traits as rated by teachers
	Evaluating self in relations with others

Learning about Opportunities

Getting educational and occupational information of a general nature	Discussing special examinations for college entrance and entrance requirements of career areas
	Learning about apprentice and training programs at semiprofessional and technical levels
	Discussing "How to Get a Job" with Illinois State Employment Service personnel
	Participating in career and/or education conferences on Parent Night
	Discussing employment and age certification requirements, social security
	Planning visits to local colleges and places of business
Learning about high school courses	Learning about high school sequences and study in depth
	Browsing through pamphlet and catalog file
Learning about school and community activities	Participating in school and community activities

Developing Habits and Relationships

Increasing effectiveness as a student	Pursuing school interests in depth
	Considering long-range values and goals

	Discovering the relationship between the development of habits and the achievement of goals
	Continuing application of effort toward school progress
	Continuing use of outside resources
Becoming effective in relationships with other people	Accepting responsibility for self and others in the area of social courtesy
	Helping and promoting school organizations
	Participating in community affairs through clubs, conferences, and other events
	Learning to be genuinely interested in other people
	Developing values and goals

Making and Carrying Out Plans

Reviewing plans	Relating grades, test scores, and plans
	Reviewing high school four-year plan in parent-student conferences
Post-high school planning	Promoting savings for training programs
	Studying post-high school opportunities

11th GRADE

Learning to Know Oneself

Reappraising ability and achievement following testing	Participating with parents in the interpretation of test data through group and individual methods
	Using After High School What?[7]

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[7] Chicago, Board of Education, After High School What?, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1962).

Evaluating school and personal progress	Discussing progress with teachers
	Exploring implications of one's class rank
	Relating scores on 11A tests to school achievement
Understanding behavior	Studying adaptive behavior including assessment of motives and drives; relating this knowledge to behavior of individuals
	Studying the relationship between motivation and school achievement
	Using Group Guidance for High School

Learning about Opportunities

Planning and participating in career and educational conferences and interviews in school and community	Helping to provide speakers for educational and career conferences
	Arranging for interviews with representatives from colleges and industry
Learning about specific colleges and scholarships	Participating through special group interests in securing data about scholarship applications
	Using A Guide to Scholarships and Financial Aid[8] for reference
	Securing information on colleges and scholarships through books, pamphlets, catalogs, films, radio, television, interviews, and visits to institutions
Studying preferred career fields	Participating in career interviews
	Visiting business and training institutions
	Enrolling in appropriate advanced placement or television study for senior year

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[8] Chicago, Board of Education, A Guide to Scholarships and Financial Aid for Students in the Chicago Public Schools, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

Developing Habits and Relationships

Becoming an effective student	Developing areas of concentration
	Exploring interests in depth
	Integrating outside learning with school learning (use of resources)
	Evaluating school progress in relation to immediate and long-range goals
Developing responsible relationships with other people	Accepting responsibility for school affairs
	Studying motives and drives of people and understanding adaptive behavior
	Developing qualities of leadership
	Developing ethical values and building a philosophy of life

Making and Carrying Out Plans

Studying implications of future education	Discussing the possibilities of the senior year
	Exploring implications of one's rank in class
Learning about financing post-high school education	Reviewing plans in student-parent conferences
	Learning about college costs and the various plans for financing education
	Applying for appropriate scholarships
Applying to colleges or institutions	Collecting teacher recommendations for early applications
	Discussing and filing admission blanks
	Practicing filling in sample applications

Learning about job opportunities	Studying job requirements
	Studying training programs in industry including apprenticeships and cooperative work-study plans
	Conferring with Illinois State Employment Service personnel on job opportunities, training programs in industry, and other opportunities for part-time and eventually full-time work
	Participating in work internship programs

12th GRADE

Learning to Know Oneself

Evaluating progress	Reviewing plans - college, scholarships, job placement
Engaging in try-out activities	Participating in school and community activities
	Holding part-time jobs
	Doing volunteer work in various areas

Learning about Opportunities

Planning and participating in career and educational conferences	Participating in special interest programs
	Reviewing occupational trends
	Participating in college and career conferences
Securing further information on colleges and scholarships	Participating in student scholarship committees to channel information to seniors
	Securing assistance in the study of college costs, in the understanding of the college scholarship service, and in filling out financial statements
	Visiting, with parents, colleges and trade schools and holding discussions with representatives from these schools

	Learning where and how to apply for admission to college and for scholarships
Securing military information	Learning about military service through books, pamphlets, conferences, meetings, and referral to military personnel
Securing information about entry jobs	Learning about entry jobs through career conferences, pamphlets, representatives from employment services, and referrals to individual employers
	Participating in work-study programs
Learning about problems in post-high school adjustment - work and college	Studying such post-high school educational opportunities as evening colleges, trade schools, and adult educational programs

Developing Habits and Relationships

Developing excellence in school work	Understanding the relationship between different areas of knowledge
	Selecting major fields of interest
	Applying school learning to goals and values
	Accepting responsibility for upgrading skills and filling in gaps in knowledge on one's own
Developing responsible relationships with other people	Assuming responsibility for managing one's own affairs
	Exercising the ability to make independent choices
	Relating personal characteristics to demands of employers and college admissions offices
	Exercising leadership
	Relating a philosophy of life toward adult concerns
	Assuming responsibility for giving assistance to others

Making and Carrying Out Plans

Reviewing plans	Checking on feasibility of plans in view of present circumstances
Crystallizing educational and occupational plans	Participating in student-parent conferences on future plans
	Appraising opportunities in colleges, technical schools, and in industry
	Securing current information in regard to colleges and scholarships
Applying for and enrolling in colleges, technical schools, and specialized training programs	Seeking assistance in filling out application blanks for schools and colleges and in deciding on courses of study
Applying for and accepting jobs	Securing help with job application
Finding one's place in the community	Securing help in locating jobs

Such an outline can only suggest; it cannot confine and should not dictate a program. Particular needs and individual variation will continue to be handled on an individual basis. Students must be "ready" for the services if they are to benefit from them. Counselors may have to help stimulate this readiness and to create interest. All resources available should be used to insure that students utilize guidance services fully so that they plan intelligently and grow in self-reliance and insight.

CHAPTER II

ORGANIZATION FOR GUIDANCE

The orientation of Chicago's developmental guidance program is student-centered with the counseling relationship emphasized. Every student is assigned to a counselor who is responsible for total guidance services for his counselees as long as they remain in the school.

The Guidance Department

Counselors in each school are organized into a department with a chairman in charge. In high schools having two or three assistant principals, one assistant is designated as being in charge of the department: half-time where there are two and full-time where there are three. In upper grade centers, the principal or someone designated by him serves as chairman. In addition to coordinating the work of the department, the chairman is responsible for arranging departmental in-service meetings, providing leadership in department relationships with the faculty, overall planning, ordering materials, and setting up the machinery for staffing cases - all under the supervision of the principal.

Coordination of the Program within the School

The chairman of the guidance department, under the leadership of the principal, coordinates the guidance program within the school. Coordinating activities include the following:

- Organization of
  - articulation programs
  - special class placement
  - group guidance
  - educational and career conferences
  - in-service training of faculty in guidance
  - assignment of students to counselors
  - guidance department meetings
  - group or class-wide conferences with parents
- Supervision of counselor activities
- Evaluation and continuous survey of the program
- Follow-up

Organization of Services to the Guidance Program

There is another group of services which requires coordination. These may be thought of as services to the program since they make available information, resources, and materials for the counselor's use in working with his counselees.

Cumulative Records

Provision must be made for the maintenance of an on-going and up-to-date file of student folders containing important personnel data, in a secure location, accessible to counselors and faculty members.

Liaison Services

In order to avoid duplication of effort and to provide for efficient coordination of communication, contacts such as those listed below need to be channeled. Counselors responsible for each of these liaison services share their information with the rest of the staff and are responsible for pertinent files and materials in areas represented by these contacts.

Employers
Service organizations
Colleges and scholarship agencies
Itinerant school personnel
Social agencies
Courts
Contributing elementary schools and other schools

Testing

The department chairman makes provision for ordering materials, scheduling and supervising the administration of the basic testing program, and transmitting the results of the testing program to counselors.

Patterns of coordination of these services may differ from school to school. It is conceivable that care of records or supervision of testing might be delegated, under the leadership of the principal, by the department chairman and that the chairman might retain responsibility for some or all of the liaison functions. On the other hand, responsibility for all these services might be delegated to counselors. However the services are coordinated, provision needs to be made for close communication among counselors regarding them.

Assignment of Students to Counselors

Each student will normally have contact with the same counselor throughout his stay in the school. The student "load" per counselor and method of sectioning are determined by the principal in keeping with the special needs of the school and the needs of the program. There are various approaches to sectioning:

- an alphabetical division of the total student body
- division by grade level
- grouping of division room units over two or more grade levels.

Each method has its advantages. The alphabetical pattern assures continuity since the student's name does not change as does his division room. Furthermore, a counselor may get to know an entire family. Where counselors work with students of all year levels simultaneously there is added continuity in their approach to needs and problems of students, and a student's grade level will not affect the stability of his counseling relationship. Whatever method of sectioning is used, a student remains with the same counselor as long as he remains in the school.

Continuity in the Program

The organization of the guidance services within the school must take cognizance of the recurrent and continuing guidance needs of students as well as of their specific needs at particular times.[1] The program must be organized and administered in such a way as to be inescapable.

The counseling relationship established between counselor and counselee forms the core for continuity of service for long-range assistance as well as for help in problems requiring immediate solution. Such a relationship is established by regularly scheduled interviews of sufficient frequency to provide a sense of the relationship, but it is fostered by such other kinds of services as group guidance sessions which provide regular contact and stimulate the student to seek counseling assistance himself.

Scheduling of Guidance Services

In outlining their plans for the semester, counselors find that a time schedule or monthly calendar is helpful. The calendar is a check on and reminder of important services to be carried out. It is suggested that the guidance department, with the aid of all its members, draw up a schedule of guidance services and activities for the school. Each of the counselors may wish to maintain his own schedule in addition.

The following outline is offered as a skeleton of basic services and should not be considered to be complete or explicit for any one year.

---

[1] See Grade Level Emphases, Chapter I.

Counselor's Calendar

September

Planning and carrying out orientation programs for incoming students

Preparing for eighth, ninth, and eleventh grade basic testing programs

Filing applications for Preliminary Scholastic Aptitude Test (PSAT)

Registering (estimated number) for National Merit Scholarship Qualifying Test (NMSQT)

Adjusting programs for special cases

Administering tests for students new to the system

Organizing and implementing the group guidance program

Scheduling interviews with students and parents

Interpreting student data to faculty and school administration

October

Completing eighth, ninth, and eleventh grade basic testing programs

Organizing parent conferences

Scheduling interviews with students and parents

Conducting group guidance sessions

Organizing school, college, industrial, and career conferences

Filing applications for American College Testing program (ACT)

Compiling annual scholarship report and sending it to the Bureau of Pupil Personnel Services

November

Notifying students of filing date for College Entrance Examination Board (CEEB) tests, Scholastic Aptitude Test (SAT), and achievement tests.

Scheduling interviews with students and parents

Analyzing results of results of eighth, ninth, and eleventh grade testing

Conducting group guidance sessions

December

Reminding students of College Entrance Examination Board Test (SAT only)

Scheduling interviews with students and parents

Interpreting test results for students, faculty, and parents

Registering students for National Merit Scholarship Qualifying Test (NMSQT)

Conducting group guidance sessions

January

Filing applications of students for Pullman Foundation Scholarships

Filing applications of students for colleges and scholarships

Organizing and implementing the group guidance program

Organizing and scheduling Parent-Interview Day in eighth grade

Notifying students of College Entrance Examination Board test (SAT only) (All September admissions to college should complete CEEB by March.)

Compiling summary of plans of high school graduates and sending it to Bureau of Pupil Personnel Services

Scheduling interviews with students and parents

February

Preparing for the ninth and eleventh grade basic testing programs

Scheduling interviews with students and parents

Organizing parent conferences

Submitting names for Cook County Competitive Examination

Reminding students to file for College Entrance Examination Board test (SAT and achievement)

Filing applications for American College Testing Program (ACT)

Conducting Parent Interview Day

Conducting group guidance sessions

March

Completing the ninth and eleventh grade basic testing programs

Assisting contributing schools with articulation programs

Scheduling interviews with students and parents

Administering National Merit Scholarship Qualifying Test (NMSQT)

Conducting group guidance sessions

Forwarding personnel transfer records of eighth grade students to high school

April

Scheduling interviews with students and parents

Reminding students of filing date for College Entrance Examination Board Tests

Reminding students of American College Testing Program (ACT)

Analyzing results of the ninth and eleventh grade tests

Conducting group guidance sessions

Submitting application for Sears Roebuck Scholarship to Bureau of Pupil Personnel Services

May

Compiling part-time work survey report

Inventorying test materials

Making out requisitions for test materials

Scheduling interviews with students and parents

Interpreting ninth and eleventh grade test results to students, parents, and faculty

Submitting name for Mayor's Scholarship to Bureau of Pupil Personnel Services

Studying information on personnel transfer record of incoming students

Making recommendations for individual class placement of students for next year

Conducting group guidance sessions

June

Interpreting test results to students, parents, faculty

Compiling summary of plans of high school graduates and sending it to the Bureau of Pupil Personnel Services

Making recommendations for individual class placement for next year

Scheduling interviews with students and parents

Conducting group guidance sessions

Forwarding records of eighth grade graduates to high schools as requested

The Guidance Offices

In the ideal situation, the guidance offices are located in an area which is situated near the administrative office. The guidance offices may include space for the counselors, the psychologist, the school nurse, social workers, and other guidance workers. A faculty counseling room nearby is desirable. Telephone facilities should be provided for those assigned to the personnel offices. Suitable waiting space is needed for those who wish to consult with persons assigned to the personnel work.

To insure the establishment of rapport and effectiveness of counseling, uninterrupted privacy is essential during all interviews. This is best achieved with individual counseling rooms.

COUNSELOR NOTES

CHAPTER III

ROLES IN A GUIDANCE PROGRAM

Chicago's guidance program is organized to involve the youth himself, his parents, and the entire faculty as well as the counselor. Particularly important are his class and his division teachers who learn to know him and work with him daily. Principals, other local administrators, and special school personnel like psychologists, social workers, and teacher-nurses also make a contribution. The community too plays a part.

Role of the Student

The first and most important role is played by the student himself. In the early years choices are made for him, but as he becomes older he assumes an increasingly prominent part in making his own decisions. It is the responsibility of the counselor to see that guidance is available and inescapable and that it is offered at the appropriate time to be helpful in making these decisions.

Role of the Parent

The parent is the child's first and most interested counselor and has the most clear-cut and urgent responsibility for providing guidance and counseling for the child. Others may supply data, suggest activities, and recommend action, but the decisions which prevail are usually arrived at jointly by students and parents with or without the assistance of school personnel.

In addition to providing financial and moral support, parents provide a set of values and goals, help establish the student's concept of himself, influence his ideas about occupations and jobs, and determine to a large extent the amount and kind of education he will receive.

The parent participates in educational decisions at all levels, determining whether or not a student will go to kindergarten and, later on, helping to determine the kind of high school a student will attend, the electives he will choose, and the areas for concentration he will develop. Parents are consulted at every major decision point, and their advice and counsel are constantly sought by the school on behalf of students.

Initiative for both college and scholarship applications is a further parental responsibility. The counselor can inform, advise, and explain about colleges and scholarship competitions, but students and their parents must make final decisions and take the initiative in making applications. Parents are not only vitally interested in the college and career preparation of students, but they furnish most of the financial support for college.

Role of Class and Division Teachers

Under the Chicago public school organization, all teachers have guidance roles. Class teachers are concerned with helping students develop good study and work habits, with adapting the classwork to the abilities of the students, and with explaining the implications of subject matter in terms of opportunities for success and personal growth.

Division teachers have a more readily defined guidance role in that they are responsible for the educational planning and subject selection of their pupils, for their general school adjustment, and for their records of progress.

Role of the Counselor

Counselors have a unique position in respect to the guidance of the students in their groups. Aside from having specialized skills and information to offer students, the counselor provides opportunity for each student to have continuous contact with a person who does not share the usual teacher-student relationship and with whom problems or ideas can be explored and clarified. This relationship in and of itself can be a source of strength to the student and of extended service on the part of the school. Moreover, the counselor's availability to confer with a student's teachers provides a further means of communication desirable in student development.

The counselor gives service to students. He is responsible for supplying guidance services to all of the students assigned to him and for continuing to serve these counselees as long as they remain in the school. This includes the activities mentioned in the grade level emphases in Chapter I as well as counseling interviews, both scheduled and unscheduled, contacts with parents and community agencies, and contacts with teachers and school administrators. The counselor maintains this continuous counseling contact with students and their parents through individual and group procedures in order to promote the optimum educational, vocational, and personal development of the students.

Counselors assist students in establishing educational plans and in evaluating educational progress, provide school and college information, interpret test information, identify special talents and disabilities, and make recommendations to teachers, students, and parents.

Counselors assist students in acquiring knowledge of the world of work including job requirements and opportunities. They also provide occupational and job information,[1] help with vocational plans, and certificate students for employment.

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[1] See Chapter VI.

Counselors assist students in establishing personal goals and values and in solving personal problems. Assistance is provided for students referred by administrators, teachers, or parents; for self-referred students; and for referrals resulting from periodic contacts in group and individual situations.

The counselor gives service to teachers and administrators in carrying out their guidance functions. A major service to teachers is the maintenance of complete and accessible cumulative folders of information on each student. Counselors hold individual and group meetings with class and division teachers to explain and interpret data from the folders and from testing programs. Counselors help teachers carry on educational and vocational planning with students by supplying information on colleges and other educational institutions and on the trends and new developments in industry. Counselors serve teachers interested in such special groups as the "100" Program groups, remedial groups, and others by supplying data from special testing projects and from contacts made with parents and in the community on behalf of members of these groups.

The high school guidance department renders service to the program maker by making recommendations for programs for 9B students on the basis of data provided by elementary schools. In the case of students new to the Chicago system, recommendations are based on the results of tests given students at entrance. Counselors also analyze the data from 6A, 8B, 9A, and 11A testing programs and furnish principals with data on which to base decisions in regard to programing and curriculum planning.

Counselors are in constant communication with colleges, scholarship agencies, and industrial organizations, and they interpret their experiences in these areas to school administrators as a basis for discussion on school matters.

Counselors help parents manage their guidance responsibilities. Since the parents are the student's most interested counselors, it is important that they be well-informed on all matters affecting the well-being of the student. The student's potentialities and opportunities are explored with the parent on Parent Interview Day in the elementary school, and the leaflets High School Will Be Different, High School Is a Job and High School Can Be Fun are given to all parents of 8A students.

Some high schools invite parents to attend orientation assemblies and most high schools address sections of the student handbook to parents or circularize with a letter to parents of freshmen explaining about high school. The principal usually delegates these orientation activities to the guidance department.

Meetings of parents of special groups in the school are held to explain the purposes of the programs and to enlist the help of parents in developing these programs. These groups include the "100" Program students; scholarship groups; those interested in science, music, art; and others.

Parents of juniors and seniors are invited to the school to meet both individually and in groups with counselors and representatives of colleges and industry to help in educational and vocational planning. Some high schools have college nights so that both parents may attend and may meet the college representatives.

In most schools, group meetings are held with parents to explain and interpret the results of the 6A, 8B, 9A, and 11A testing programs. In some schools, scheduled interviews are held with parents to interpret test results and to encourage educational planning.

Counselors meet with Parent-Teacher Association groups and parent education groups to explain and discuss various facets of the guidance program. In some schools, counselors and principals have encouraged and helped parents to organize parent education groups using the Parenthood in a Free Nation[2] materials.

Role of the Community

The community, too, has a role in guidance. The community furnishes the total environment, including the school, in which the student lives. A community like Chicago offers him unlimited opportunities and challenges. It is the task of the counselor and other school officials to interpret the student to the community and the community to the student. This is done in connection with part-time and full-time job placement; in connection with the encouragement and acceptance of offers of scholarships and the selection of recipients for them; in connection with occupational information; and in such activities as the following:

career and industrial conferences in cooperation with community leaders

cooperation with service clubs in channeling information to students

conferences with employers

coordination of cooperative work-study plans.

Counselors are often called upon to represent the administration at certain community functions. They attend meetings with college representatives, representatives from industry, members of such service clubs as the Kiwanis and Rotary, and other community groups concerned with guidance activities.

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[2] The Macmillan Company is currently in process of publishing a revised edition of the series Parenthood in a Free Nation by Ethel Kawin in four volumes: I, Basic Concepts for Parents; II, Early and Middle Childhood; III, Later Childhood and Adolescence; and A Manual for Leaders and Group Members.

Role of the Administrator

Finally there is the administrator's role in guidance. Support, supplies, staff, and time are all essential to a guidance program. It is only through the support and encouragement of principals, district superintendents, and other administrators that a guidance department functions with adequate staff assigned and with student programs arranged so that there is time in each student's program for both individual and group guidance activities.

Benjamin C. Willis, General Superintendent of the Chicago public schools, has said, "A sequence of experiences through group guidance and individual counselor contacts must be as much an organized program as is a course of study . . . . It also means time, time gained from an organized program, time gained . . . from a reduced counselor-counselee ratio, with the hope that some day, counselor divisions will be opened and closed as automatically in relation to enrollment as teaching divisions are today."[3]

Supervisory and Consultant Services

The Bureau of Pupil Personnel Services of the Chicago public schools offers supervisory and consultant services relative to the school guidance program and in addition offers certain special services at the central offices of the Board of Education.

The professional supervisory staff works in a consultant capacity at district level with district superintendents, at school level with principals and counselors, and with other school personnel responsible for the various phases of the guidance program. The staff provides both pre-service and in-service training programs and resources for those working in the field through workshops, tours, meetings, and regularly scheduled visits to the schools.

The Bureau is responsible for implementing the Chicago public schools basic testing program at 6A, 8B, 9A, and 11A grade levels. This involves assistance to the schools in ordering tests, developing procedures for processing and mailing answer sheets, arranging for machine scoring, and deciding on the form and type of data supplied to the schools by the test scoring companies. Supervisors conduct workshops and hold in-service meetings in connection with test administration and the interpretation and utilization of test results.

The Bureau has prepared materials for upper elementary and high school group guidance which are used in extending the group guidance program in all districts with the co-operation of district superintendents and principals. Other materials include pamphlets on staying in school, a scholarship guide, a cumulative bulletin, work study principles, What Next for the 8A Graduate?, and guidance folders for parents. The Bureau has also prepared the pamphlets Plotting Your Program and After High School, What? for ninth and eleventh grade students.

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[3] Benjamin C. Willis, General Superintendent of Schools in a speech at the Chicago Public High School Guidance Conference, May 15, 1962.

The Bureau conducts research necessary to the functioning of a guidance service. The Bureau makes special studies in various fields; and collects continuous data on a city-wide basis concerning future plans of graduates, part-time work, and scholarship awards, in addition to city-wide collation of certification statistics.

The Bureau maintains liaison with employers, colleges, universities, service clubs, and civic organizations as resources for the school system and as a public relations medium.

In the Bureau offices, two general types of activities are conducted with direct service to the public: (1) Certification of minors of the ages 14 and 15 for part-time employment and certification of Chicago youth, 16 years or older, who do not attend a Chicago public school and who work full or part-time. During vacation periods, except in summer schools having assigned counselors, all certification for work is conducted in the central offices. (2) Consultation on inquiries made by phone or in person concerning such general matters as college requirements and scholarship applications, vocational and educational information, and other guidance problems. Referral service, not the solution of personal problems, is the responsibility of the Bureau in such cases.

The Bureau has the responsibility for the parent education program, Parenthood in a Free Nation, cooperatively sponsored with the Chicago Region of the Illinois Congress of Parents and Teachers.

The Division of School Attendance is part of the Bureau in that it comes under the leadership of the Director.

CHAPTER IV

ARTICULATION AND ORIENTATION ACTIVITIES

The purpose of articulation and orientation activities in the Chicago public schools is to provide for the smooth transition of young people from grade to grade and from place to place. In the broadest sense, therefore, some such activities are an integral part of the initiating activities in every class as each teacher provides for the smooth transition at the beginning or end of units and courses. Organized programs for smooth transition are similarly necessary at any and all "transfer points." The Chicago program stresses transfer from sixth grade to upper grade center, from eighth grade to high school, and from high school to college or employment. In this chapter, activities related to a student's transferring from sixth grade to upper grade center and from eighth grade to high school will be discussed, leaving for a later chapter articulation and orientation services related to high school leaving.

Articulation within the Elementary Schools

The first steps toward educational planning occur early in a young person's life when he discovers his preferences in school subjects and in extra curricular and outside activities. Numerous continuous activities of the elementary adjustment service contribute to his planning as does the content of the seventh and eighth grade group guidance classes.

There is continuous and close contact between counselors in upper grade centers and principals and guidance personnel in contributing elementary schools. Meetings are held, data exchanged, 7B programs planned according to the individual needs of the students, and arrangements made for the orderly transfer of records. Conferences are held at 6A level where representatives from the upper grade centers are invited to discuss transition to the new school.

In 7B and 8B, self-appraisal activities follow the interpretation to the pupils of the test results in the sixth and eighth grade testing programs. In eighth grade, the study of educational and occupational information comprises a large part of the group guidance work. The pamphlet What Next for the 8A Graduate? is used in connection with group discussion of high school opportunities. Often high school counselors contribute to these discussions by appearing before the eighth grade group in an assembly and by providing literature descriptive of the high school program of studies.

These efforts culminate in 8A Parent Interview Day, a joint undertaking of elementary and high schools. This occasion occurs in each elementary school between the fifth and tenth weeks of the 8A semester, in accordance with a high school district schedule devised by the high school in consultation with the contributing elementary schools. The elementary school makes an effort to have the parents of every graduate present to participate in these important conferences.

For each graduate and his parents, this day consists of a series of conferences with the elementary school principal and adjustment teacher and with counselor representatives from the district general, technical, and vocational high schools. During these pupil-parent-school conferences, the pupil's elementary school progress and test results are reviewed; and his and his parents' interests, aspirations, and plans for him are discussed in an effort to help them determine first, the type of high school educational program best suited to his needs, and second, the appropriate type of high school which will best advance his interests. High school counselors also counsel on programing and choice of electives and extra curricular activities. Counselors in summer schools help elementary summer school graduates decide on types of high schools, programs of studies, and electives.

The decisions of the parents and pupils are conveyed in writing to the elementary school which then notifies the various high schools of the pupils who will enroll and the electives chosen by them. Preliminary personal data are also supplied by the elementary school to the high school for programing purposes.

Recommendations for Programing 9B Students

When this information is received by the high school from contributing elementary schools, a high school counselor reviews the child's elective selections, the elementary school test data for each child, and any notations regarding special abilities, handicaps, circumstances, or other individual characteristics. Study of these articulation records provides the basis of the counselor's recommendations to the high school program-maker regarding the appropriate class placement for each entering student. These recommendations have several dimensions, going far beyond the simple tallying of elective course preferences. Basically the recommendations reflect the ability, achievement, and interests of the students, on the one hand, and the range of sections within each subject provided by the school, on the other hand. The following variations suggest the scope of these recommendations:

regular class placement with variation in electives such as foreign language

regular class placement in some subjects and honors class placement in others

regular class placement in some subjects and remedial class placement in others

placement in an advanced class (such as biology as a result of test data placing the student out) and placement in regular, honors, or remedial classes in other subjects as indicated

placement in certain subjects to develop such specialized talents as art, music, and others.

The above illustrations are not all-inclusive, omitting as they do references to educable mentally handicapped or other lower track programs. Furthermore, some students might be placed in honors classes in all subjects. The underlying principle in the above illustrations is that each student's unique pattern is examined and accommodated in programing. When such class placements have been provided, the twenty-five most outstanding students are identified for the "100" Program, intended to assure special attention of all kinds, both in instruction and in guidance, but not block programing.

Orientation of New Students

In upper grade centers, orientation of new students is accomplished through home room activities, through parent conferences, through assemblies, and through group guidance classes. Much of the content of the 7B material in Group Guidance for Upper Elementary Grades is concerned with "getting acquainted" with the school and the community and with learning to study independently and to become adjusted to the more demanding requirements of the upper grade center.

In 1962, the Board of Education provided staff and authorized "a special program of high school orientation, on one day prior to the opening of schools, for pupils entering high school for the first time as well as for other new students."[1] High school principals and counselors under the leadership of the district superintendents organized assemblies, tours of the schools, and individual interviews of new students and their parents. Programs, courses of study, school activities, rules and regulations, and other matters of concern to new students and their parents were discussed, and efforts were made to familiarize the new students with various aspects of the high schools. Part of the day was spent in testing and programing students who had not previously applied for admission. This program is authorized for 1963, also.

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[1] Board of Education, City of Chicago, Report No. 70323, May 23, 1962.

In most high schools, an orientation assembly for 9B students is held early in the semester. Some schools include upper class transfer students in their orientation programs, which is a desirable practice. Some schools invite the parents to attend these sessions while others provide such special events for parents as room teas where the school program is described.

In the freshman orientation assembly, student leaders explain, and in some cases illustrate, such activities of the school as athletics, assemblies, clubs, student government, organizations, and honor societies. Heads of departments explain the offerings of their departments and the implications of the various subjects offered in the high school. The principal and the counselors are introduced and their functions explained.

Typical important topics for new students, both 9B and upper class, include the meaning of such terms as credit, unit, and sequence; the high school marking system; the point value of the different letter grades; ranking procedures; and the weight attached to rank in college admissions and job placement. It is also important that new students learn about school rules and regulations, attendance requirements, and generally approved school practices.

Orientation work is carried on in home rooms by encouraging participation in school activities, electing representatives to student government organizations, and encouraging students to achieve at their levels of ability.

Counselors meet the new enrollees in individual counseling sessions and in class-size group meetings to continue orientation activities. The group sessions discuss such topics as developing effective study habits, making friends and getting along with people, and, in some instances, understanding the why's and wherefore's of adolescent behavior.

Most high schools have a printed or mimeographed handbook which is distributed to students during orientation week. Topics covered in the handbook vary from school to school but usually include discussions on the importance of good habits in regard to study, grades, scholarship, punctuality, and regularity of attendance. Information about courses of study, graduation requirements, and co-curricular activities is included. The ideals of the school are usually stated, and an effort at building school spirit is made through the inclusion of school songs and cheers. Some schools are now including in their orientation programs material on college entrance requirements which is of interest to 9B's.

CHAPTER V

IDENTIFICATION AND EXPLORATION OF INDIVIDUAL CHARACTERISTICS

Many kinds of information about each student are necessary if he is to be understood by his teachers and counselors and by himself. The high school teacher or counselor acquires this information in several ways such as observing, interviewing, using standardized test data, and studying the contents of the cumulative folder of information. Standardized tests contribute a unique set of facts to be interpreted in the light of all that is known about the student. The results are useful for both instruction and guidance.

The Chicago Public Schools Testing Program

The Chicago public schools testing program dates back more than twenty years. At both elementary and high school levels, scholastic ability and achievement testing have been recognized as part of the regular program. The present basic testing program is an extension of this concept. In 1958, a committee under the chairmanship of the associate superintendents developed a basic testing program for the Chicago public schools. Through the use of machine scoring and processing of data it has been possible to carry on the basic testing program on a city-wide basis.

Basic Testing Program: Chicago Public Schools[1]

Grade Level	Kind of Tests	Purpose
Kg. and 1B	Intelligence, readiness	Identification for special programs, psychological services; parental conferences; placement; ability grouping; teaching
3A	Intelligence, reading, arithmetic, spelling	Identification; placement; determination of strengths and weaknesses; diagnostic purposes; teaching

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[1] Testing Program: Chicago Public Schools Administrative Bulletin, April, 1958

Grade Level	Kind of Tests	Purpose
6A	Intelligence, complete battery, reading, arithmetic, spelling, language arts, science, social studies	Placement in departmental or upper grade center; counseling; teaching;
8B	Intelligence, complete battery, reading, arithmetic, spelling, language arts, science, social studies	Placement in high school; grouping; teaching; guidance
9A	Intelligence, achievement battery, aptitude tests	Educational, vocational, personal counseling; self-appraisal; teaching
11A	Scholastic aptitude, English, language arts	Placement in senior English; judgment of adequacy of skills in relation to post-high school plans; teaching

The use of machine processing of test results, requiring contractual agreements, necessitates a city-wide schedule of testing.[2]

Administration of the Basic Testing Program

While the principal is responsible for managing the basic testing program, he usually appoints one member of the guidance department to be in charge of its organization and administration within the school. In elementary schools, this person is usually the adjustment teacher. In upper grade centers and high schools, counselors assume responsibility for the testing program. In high schools where there is an assistant principal in charge of guidance, he plays a major role by helping with the schedule and making arrangements for the release of such large rooms as study halls, health rooms, music rooms, lecture halls, or libraries so that workable groups can be scheduled for simultaneous testing. In some schools, the assistant principal also helps administer the tests.

In schools with heavy enrollments, principals usually select a limited number of teachers to assist the counselor staff in administering the tests. Selection of such teachers is based upon their experience in testing rather than upon their being 9A and 11A teachers. Teachers are also used as proctors in both elementary and high schools (a ratio of one to fifty students is suggested by authorities).

Factors in insuring valid test results are the adequacy of testing conditions and the size of the group to be tested, Essentials include sufficient lighting, good acoustics, proper temperature and ventilation, and reasonable quiet, with adequate work space for each student to handle both a test booklet and an answer sheet. The size of the group to be tested is related to the facilities available. Some authorities suggest one hundred fifty students as a maximum group. However, with a good public address system and plenty of well-trained proctors, it is possible to work satisfactorily with a slightly larger group. Schedules for the testing must include enough time to explain to students what the test is about and why they are taking it. There should also be time enough within the actual testing period for explanation of the various parts of the test within the limits set by the publisher's manual.

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[2] See "Counselor's Calendar" pp. 20-23.

Scoring and Recording of the Test Results

In the basic testing program, 6A, 8B, 9A, and 11A tests are machine scored and transformed data are returned to the schools on rosters and individual data report forms including gummed stickers and profile cards.

Data are recorded on the cumulative (Kardex) record cards and on the permanent record cards of the students. Various methods of simplifying this data recording process are used. One profile card is permanently filed in the cumulative folder.

Test Interpretation

Once the school has received the test results, an organized program of interpretation follows. Counselors are responsible for conducting group sessions and individual interviews with parents and students in the interpretation of test data for self-appraisal and planning purposes. Counselors also, under the direction of the principal, conduct in-service training sessions with teachers to explain new tests and testing programs and to increase the teachers' skills in the use and interpretation of test results.

Use of Test Results

A fundamental principle in regard to any testing program is that the test results be utilized. The following discussion is confined to guidance uses of test results. Instructional uses, also important, are too lengthy to be a part of this section. A vital use of test results is to help students acquire a realistic and practical appraisal of their abilities useful to them in educational and vocational planning and in motivation for learning. Other guidance uses of tests are the identification of students with special talents or with limited academic ability and the determination of the degrees of ability in various areas. Test data are useful for homogeneous grouping of students within the school or within the class for educational purposes. Test results may also be used to help in the selection of students for participation in competitions, for reference to specific colleges or jobs in industry or for encouragement to try out for certain opportunities in the Armed Forces.

Counselors may also use test results to help students identify specific needs and accept the necessity for making plans to deal with these needs; to help students grow in self-understanding - to find and recognize their areas of strength and weakness; to help students make occupational choices and educational plans in terms of increasing self-understanding, including appraisal of academic progress, interests and abilities; to help parents understand and participate in guidance recommendations for their children.

Tests alone are insufficient measures in making important educational and career decisions. School marks, data from questionnaires, rating scales, autobiographical data, and anecdotal records are also important, as are expressed interests, aspirations, and values.

In reporting test results within the school, the confidentiality of the test results must be maintained and at the same time, maximum usage within the school must be secured. The security of the tests themselves must be maintained and so the problem of storage is important.

Special Testing

In addition to the basic testing program, counselors often need to do special testing of individuals and groups such as those listed below:

transfers from other school systems

students needing help in special programs -
"100" programs, EMH, honors classes

applicants for inclusion in various competitions -
scholarship, mathematics, and science contests

applicants for inclusion in college motivation programs
and scholarship clubs

students referred by teachers, parents, principals.

Most of these tests are scored locally, and the results are used variously as indicated above. As this type of activity can be time-consuming, proper allowance must be made for it through organization so that counselors have adequate time for the remainder of the guidance program.

Assessment by Teachers, Parents, and Others

The opinions of parents, teachers, employers, and others are important to counselors and students in making assessments of the abilities and interests of young people. Evaluation by teachers in close association with students is particularly helpful in providing data for references to colleges, employers, courts, and social agencies. Data of this type are collected from class and division teachers once each semester through trait evaluation. It is a good practice for schools to encourage staff members to relay important observations to the appropriate counselor. Some schools have forms on which teachers record their observations at regular intervals, usually once a semester. It is further desirable for counselors to develop systems whereby twelfth grade students designate teachers who have agreed to write references for them. Schools that follow this procedure collect the references and use them in supplement to the senior summary sheet in making recommendations to colleges and prospective employers.

The collection of information from parents is largely informal. A certain amount of helpful information is secured on Parent Interview Day, but these data are not recorded and so are helpful only at the time of the pre-enrollment interview. All counselors have individual conferences with parents for a wide variety of reasons. In these rather informal conferences, much information about students is disclosed. These data should be recorded on the counselor's interview record and filed so that they may be used in counseling and helping students with planning and decision-making.

COUNSELOR NOTES

CHAPTER VI

DISSEMINATION OF OCCUPATIONAL AND EDUCATIONAL INFORMATION

Modern research and theories of vocational life stress the developmental character of what is often called vocational choice. Accepting this concept, a school guidance program can provide students with a steady flow of information about educational and occupational opportunities. This responsibility does not, of course, belong solely to guidance, but can, should be, and is shared by teachers, the school as a whole, parents, and the community at large. The guidance program serves as the coordinating agent.

In addition to providing a program of information about educational and occupational opportunities, the guidance service assists students to gain information about themselves and to relate one category of information to the others. Young people have to "see themselves" as educators or scientists or technicians before they can start toward the goal, just as they must "see themselves" going to college to get there.

The concept of vocational advancement has also undergone change in recent years. Once, the man who got ahead was the man who stayed put. Today, with the rapid expansion of technology and its attendant spiraling complexity of economic organization, workers must be prepared to shift as opportunities close or open. Retraining, continuous study, and adaptation are now the prevailing mode. Paradoxically in the day of increasing specialization, flexibility and generalized knowledge or skill become increasingly important.

Programs of Information

There is sometimes misunderstanding of the purpose of information programs, particularly those that attempt to bring occupational information to upper elementary school pupils or to those in their early years of high school. This misunderstanding arises from the belief that in presenting information, a counselor is encouraging a young person to make a specific vocational choice. Concern is then generated among those who do not at any given point know what they want "to be." The real purpose of information programs is to open the minds of young people to the rich opportunities in vocational life, not to close them.

Students can be stimulated to make long-range plans or to see the ultimate significance of their present activities through a program of occupational and educational information. The very impersonal character of educational and occupational information enhances it as a vehicle for motivation and for the development of the self-concept. The goal of such a program is not early decision regarding a specialization, but a new awareness of the multiplicity of opportunity.

Content for a Program of Occupational and Educational Information

To relate the picture he has of himself to the world of work, a student needs to know something about:

> the opportunities in and importance of many different occupations both nationally and locally
>
> the opportunities and working conditions in the field or fields in which he is primarily interested and when, where, and how he may secure training for work in these fields
>
> how and where he may secure reliable information on opportunities, requirements, and trends in various occupations.

The important objective is to supply pertinent occupational and educational information before vital decisions must be made. Like vocational development itself, this must be a long-range program with an organized succession of topics so that over a six-year period, each student has access to information about a number of general topics pertinent to educational and occupational planning and about a variety of opportunities of both sorts of particular interest to him. Topics listed in the section on Grade Level Emphases, Chapter I, and in the group guidance units for upper elementary grades and high school form a developmental approach to a program of occupational and educational information.

Sources of Information

There are individuals and groups in the community who are willing to furnish occupational and educational information to students. The counselor's problem is to make maximum use of resources available, to present the material at the appropriate time for the students, and to evaluate the presentations.

The Illinois State Employment Service will furnish information on the current local job situation and will also do vocational testing and counseling of students who are seeking jobs after high school graduation.

The Chicago Association of Commerce; service clubs such as Rotary, Kiwanis, and Altrusa; business and professional organizations; trade union organizations; and the Junior Association of Commerce will present appropriate information within the range of their competencies, as will most of the businesses and industries in the area.

Representatives of colleges, including the Chicago Teachers College and the Chicago City Junior College, will discuss colleges and college plans with students and their parents individually and in groups.

Printed materials are a vital resource for counselors and students alike, and much material exists. Evaluation and selection of accurate and appropriate pamphlets and books is a major endeavor which requires both time and skill. The National Vocational Guidance Association has published material setting standards for use in evaluating occupational literature and in preparing industrial career brochures.[1] The Chicago Board of Education through a committee evaluates and publishes lists of free and inexpensive materials, including guidance publications.

Guidance Libraries

While the school library will be a main center for reference, each counselor also finds it advisable to have some material immediately at hand, both for his own reference and for those students who will be helped by having material readily accessible. In addition to purchases made by schools, special purchases have been possible through the provisions of Title V of the National Defense Education Act. In June 1960, high school principals were requested to make selections from an approved list of titles and to order books and pamphlets in accordance with the needs of their guidance departments. The schools were limited to orders of $300 for guidance books and pamphlets to be used with students and $30 for professional books.[2] It was suggested that all these books, pamphlets, and guidance materials be stamped NDEA and that they be kept in the counseling offices. In June 1961, each high school counselor was given eleven professional books for use in the counseling office.

Adequate files and methods of circulating the material are necessary. Every counselor has his own system for keeping files current.

The Occupational File

A common filing system for occupational pamphlets uses the Dictionary of Occupational Titles (D.O.T.)[3] method of filing in which the major headings correspond to the major occupational groups established by D.O.T. Many occupational materials now include a D.O.T. code number on each piece of occupational material that describes an occupation; thus use of the code facilitates the filing and locating of materials.

Some counselors prefer a straight alphabetical file of occupational titles printed on folders into which pamphlets and current magazine articles may be placed. The alphabetical filing plan is the simplest to organize, maintain, and use.

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[1] See Appendix VI.

[2] Although much new material has been published in the last three years, books and pamphlets on this list are still current.

[3] U.S.Department of Labor, U.S.Employment Service, Dictionary of Occupational Titles Volume II. Occupational Classification and Industry Index (Washington, D.C.: U.S.Government Printing Office, 1949).

The files must be checked periodically to be sure obsolete material is discarded and current material included. Student helpers may compile and maintain a circulation file of student borrowers.

The Educational File

The guidance library in the counselor's office also contains educational materials. Current college catalogs arranged alphabetically should be available to the students, with multiple copies of the catalogs of colleges popular with the students. These files can be kept up to date through annual post card requests for current copies. In some schools the librarian also keeps a file of college catalogs so that those in the school library may be circulated and those in the counselor's office used there. The College Handbook[4] of the College Entrance Examination Board and American Universities and Colleges[5] edited by Mary Irwin should be available for reference in the counselor's office as well as in the school library.

The counselor may wish to keep a card catalog on scholarships. Although A Guide to Scholarships and Financial Aid[6] and Lovejoy-Jones College Scholarship Guide[7] are in the counselor's office, a current alphabetical listing of scholarships available to students is helpful. The counselor receives many notices and brochures of available scholarships during the year, often of more recent date than the published listings. If a card with pertinent information, name of scholarship, number available, eligibility, value, filing date, and address of scholarship committee is made out immediately when the scholarship announcement is received, the file can be kept current. Enough information should be on the card so that the student can take the initiative for making the application. Similar card catalogs may be maintained for other kinds of educational programs.

Methods of Presenting Information

Just as no one item of information makes a program, no one method of presentation will insure the success of the program. Books, tours, local surveys, work experience, observation of men at work, career and college conferences, and interviews with workers are all useful techniques. Resourceful teachers and counselors who are sensitive to the needs of youth in this area never lack for ways and means to increase the vocational concepts of their students.

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[4] College Entrance Examination Board, The College Handbook (New York: College Entrance Examination Board, 1961).

[5] American Council on Education, American Universities and Colleges, Mary Irwin, Editor (Washington, D.C.: American Council on Education, 1961).

[6] Chicago, Board of Education, A Guide to Scholarships and Financial Aid, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

[7] Clarence E. Lovejoy and Theodore S. Jones, Lovejoy-Jones College Scholarship Guide (New York: Simon and Schuster, 1957).

Young people begin to acquire concepts about work and occupations through social studies activities in the lower grades. Elementary school efforts become more explicit and intensive in the group guidance classes in the seventh and eighth grades, particularly in grade 8A where there is a rather complete discussion of vocational and educational opportunities in preparation for the choices involved in selecting a high school and choosing electives.

After students enter high school, the information program is more highly organized. In the early years it is still more general than it will be later since a major purpose then is to open the doors and reveal the opportunities. The orientation is always in terms of the next steps toward a long-range goal. This implies a long-range plan and direction. While the counselor staff has responsibility for this program and coordinates it, counselors alone cannot provide sufficient coverage. Every teacher in the school can make a contribution.

A variety of methods for disseminating educational and occupational information are in use, including:

> regularly scheduled group guidance sessions using the units prepared by the Bureau of Pupil Personnel Services
>
> counseling interviews, conferences in school and elsewhere
>
> the maintenance and use of a library of occupational and educational material both in the school library and in the counseling office
>
> the maintenance and use of up-to-date files of college catalogs
>
> the use of films, tapes, and audio-visual aids for presentation of educational and occupational information in classes, clubs, and special interest groups
>
> the use of assembly periods for the presentation of college and career materials
>
> the use of certain classes such as English or social studies for discussion and presentation of college and career materials
>
> the establishment of career and college clubs with programs in special fields of interest
>
> encouragement of participation in part-time and summer work experiences and try-out courses in high school
>
> tours to educational institutions and industrial organizations

encouragement of individual interviews with college educational counselors and with industrial personnel

Counselors often schedule regular meetings with special-interest groups such as those interested in colleges and college scholarships, Future Teachers, Future Engineers, Future Nurses, and others.

A helpful supplement for the presentation of certain types of information is the college or career conference in which representatives from industries and colleges spend a day or more at the school and students consult them individually or participate in group discussions on the colleges or careers of their choice. Pre-planning with the assistance of student committees is necessary to insure that the college and career representatives truly represent the choice of the students. Suggestions for using the conference technique will be found elsewhere in this Handbook.[8]

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[8] See Chapter XIII, "Using the Conference Technique."

CHAPTER VII

COUNSELING CONTACTS FOR ALL STUDENTS

"The guidance program in the Chicago high schools and upper grade centers requires that each student be well-known to some one person continuously over his school experience. This implies that the counselor-counselee relationship is not an emergency service for moments of crisis but is a personal helping relationship. It also means that a sequence of experiences through group guidance and individual counselor contacts must be as much an organized program as is a course of study."[1]

Most counselors will agree that the object of counseling is to help the individual to become self-directing and self-disciplined and to arrive at self-determined solutions and decisions. A counselor attempts to help the counselee to help himself. For instance, in counseling for vocational choice, the counselee learns about his own capabilities and interests and also about the types of training and adult opportunities that are available to him. As he does this, he may also seek and find the solution to other problems of adjustment in his daily living.

Definition of Counseling

Counseling may be defined as a face-to-face relationship in which help is extended to a student in making decisions, choices, and plans and in initiating courses of action. Counseling is a process of thinking with the student about such factors as interests, abilities, the nature of his problems, the courses of action open to him, and the possible consequences of specific decisions. Because the chief concern in counseling is the student's efforts in his own behalf, attitudes and feelings are important.

Counseling in a broad sense includes all the personal contacts between the student and those individuals who are consciously attempting to understand and assist him by the professional procedures utilized in face-to-face relationships. This would include parents, friends, and teachers. However, even in this broad sense, counseling must be more specific than mere conversation if it is to be effective. There must be some felt need on the part of the counselee. Pertinent facts and attitudes must be studied and analyzed and a solution sought, with the student assuming increasingly greater self-direction.

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[1] Benjamin C. Willis, General Superintendent of Schools, in a speech at the Chicago Public High Schools Guidance Conference, May 15, 1962.

Counseling is frequently equated with guidance. The two words, counseling and guidance, are in no sense synonymous. Guidance is the broader term and includes analysis of data, the collection and dissemination of information, orientation, placement, and follow-up as well as counseling. By another misconception, counseling has mistakenly come to be thought of as primarily an interview in which advice is given to the student or in which the student's problems are studied by the counselor and the solution presented to the counselee. While many such interviews doubtless are held in the name of counseling, they are far from the ideal concept.

Areas of Counseling

Counseling is sought and offered for different types of problems in a variety of situations. In some areas, counseling is continuous and the situation requires long-range planning; in others counseling occurs as the student engages in specific activities requiring various degrees of planning and decision-making. Scheduled counseling interviews for each student insure all students opportunities for help in each area as the need arises.

Counseling in interpersonal relations includes relationships with family, teachers, employers, fellow students, and friends. Counseling goes on continuously, often as the result of referral by parents, teachers, representatives of agencies, or "self-referral" by the student. These counseling interviews are important; one of the chief problems of the counselor is to find sufficient time for the great number of students and parents who seek help in this area.

Counseling interviews in educational planning including planning of high school programs, choice of college, choice of college curriculums, scholarships, and decision on length of school attendance often follow group presentations of information. In some schools counseling for college and scholarship planning is a very important part of the counselor's responsibility; in others counseling in connection with high school planning and the prevention of dropouts requires more of the counselor's attention. However, in all schools educational planning assumes great importance as the demands of the occupational world indicate an increasing need for trained workers to meet the exacting requirements of the industrial organization. Counseling interviews with students and parents are needed to help in the choice of educational opportunities most suitable to the individual needs of each student.

Assistance in occupational planning, including decisions on vocational direction and decisions on jobs for dropouts and graduates, is offered. This may include crystallizing plans for after high school including choice of job, college, or other activity, and suggestions for carrying out these plans.

Help in making decisions on try-out experiences, including part-time work and work-study programs, is given as needed. In this area the value of the experience to the students is often dependent in part upon the opportunities for discussion and expression of attitudes and feelings afforded by contacts with the counselor.

Help in establishing regular habits of attendance and punctuality and in solving problems interfering with such habits is needed by some students. This area of need requires repeated contacts. Some schools conduct group work in this area and follow up with counseling in specific cases.

Assistance in establishing a high quality of academic work and conversely in overcoming failure and habits of underachievement is needed by most students. Interpretation of test results to students and parents, help for students in budgeting time, and assistance to students in recognizing and overcoming handicaps are among the counseling approaches that can be helpful in this area.

Counseling in planning for honors programs in high school and college, and for special programs in high school and later is important. Counseling interviews in these areas involve interpretation of data from the cumulative folder and presentation of information on appropriate educational opportunities.

Counseling in exploring the reasons for unsatisfactory behavior for some students is important. It is also important to attempt to work out satisfactory standards of behavior with them. Often the opportunity to express feelings and explore attitudes involved in the unsatisfactory behavior can best be done in a counseling situation.

Assistance to students and their parents in contacting the proper sources of help for problems arising from home situations is an important area of counseling and often involves referral to other agencies in the school and in the community. Counseling with students and parents precedes such referral; often counselors continue contact with the students after an agency has assumed responsibility.

Help to students in formulating plans in keeping with realistic concepts of interests, abilities, and opportunities open to them is the heart of the counseling process. Activity in this area goes on continuously during all counseling contacts, as long as the student remains in school.

Counseling for All Students

Every student should have access to counseling, and his contact with the counselor should be continuous. This is a basic concept in the Chicago guidance program. Counselor contacts involve regularly scheduled interviews at the initiative of the counselor as well as interviews initiated by parents or representatives of community services and others outside the school, interviews originating in the referral of students by members of the high school staff, and voluntary interviews initiated by the student himself. In these interviews, a student should be able to clarify his thinking, assess his potentialities, explore the various courses open to him, and make decisions on a course of action. The decisions should be his own. Counseling should provide a learning experience which not only solves immediate problems but contributes to understanding and insight in preparation for the solution of new problems. The long-range purpose of counseling is to develop independence and self-direction.

COUNSELOR NOTES

CHAPTER VIII

PLACEMENT ACTIVITIES

Placement refers to the next place of the youth after he leaves high school, whether it be in college, on the job, in the armed forces, or at home. In assisting a student in placement, the counselor helps to orient the student to the years after high school.

Counseling for Long Range Planning

Many personal adjustments depend upon vocational adjustment. Such important decisions as where one will live, how one will live, often who one's friends will be hinge on one's occupation. Whether regarded from the standpoint of the individual's personal happiness or from the standpoint of adequate national manpower utilization, selection of an appropriate direction and good vocational adjustment are all-important.

The counseling program must not look just at entry jobs and immediate placement or at the choice of a college, but at the long-range possibilities for each young person, taking into account his talents, interests, ambitions, and opportunities. The school's obligation to help young people look at themselves and at the multiplicity of opportunities, both educational and vocational, is not discharged in a single interview or in two or three. It is an extension of the information program described in Chapter VI of this Handbook and is an intensive phase of counseling.

Counseling for Job Placement

Since everyone ultimately shares in the work of the world, all students should be counseled regarding both job and college placement. According to the Chicago plan for continuous counseling of each student by the same counselor as long as the student remains in the school, it is reasonable to assume that counselors will engage in a continuous program of occupational and educational information as part of their regular counseling and group guidance activities. Grade Level Emphases, Chapter I, Group Guidance for Upper Elementary Grades, and Group Guidance for High School will be helpful in such a program.

The counselor renders assistance in placement on a full-time job in accordance with the student's abilities and aims and the kind of job to which he aspires. In counseling students for placement, the counselor makes a study of the student's cumulative record and any other information available, including for seniors the information summarized on the Counseling Record Form.

Job placement of the student usually occurs through efforts of the school guidance service, in cooperation with the student, his family and friends; through cooperation with recognized public placement agencies such as the Illinois State Employment Service; through school counselor-employer conferences, some of which result in full-time employment for graduates and some in a cooperative work-study program which often leads to full-time employment. Since actual job placement is thus linked closely with the counseling function, it is imperative that counselors develop adequate sources of information on jobs and maintains contacts with prospective employers both in the local community and in the whole metropolitan area. Schools are not used for direct solicitation of students by employers. However, employers may consult with counselors regarding students becoming available for employment and counselors may make appropriate referrals.

In helping the handicapped find their next places, the counselor will find the Illinois State Division of Rehabilitation and the Illinois State Employment Service useful resources.

Counselors assist young people seeking part-time work to select jobs which will contribute to their educational advancement. The guidance department is instrumental in helping students find part-time work as it is through these offices that information regarding available vacancies and types of jobs is channeled.

Counselors assume leadership in assessing the educative value of part-time work. This is particularly important as part-time work becomes accepted as a part of a student's educational experience and as the schools expand their cooperative work-study programs. In this connection, the counselors may perform these services:

> Certificate students for part-time work, keeping the health and welfare of the student uppermost. This implies that the counselor must keep abreast of labor laws so that he may aid in keeping students and employers properly informed.
>
> Supervise students in connection with their work so that if either health or school work suffers, steps can be taken to adjust the work or the school program.
>
> Work closely with employers who have part-time work opportunities available in order to refer students to them and to obtain their cooperation in recognizing that the educational welfare and health of the student is important.
>
> Cooperatively design educational programs so that students may participate in and derive maximum benefit from cooperative work-study and work internship programs.

Counselors issue employment and age certificates. The state and federal child labor laws place in the hands of the local superintendent of schools the responsibility for issuing the required employment or age certificates. In Chicago, the superintendent of schools has delegated this responsibility to the Bureau of Pupil Personnel Services which in turn delegates to the public school principals and to counselors in the high schools the responsibility of issuing age certificates on a counseling basis for those minors, in school, 16 years of age or older, and of issuing school approval blanks for those 14 and 15 years of age who obtain their certificates from the Bureau of Pupil Personnel Services.

When a student applies to a counselor for a work certificate (in the case of 14-and 15-year-olds) or for a certificate of age (in the case of those 16 and over) the counselor has a responsibility which transcends the mechanical process of issuing the certificate or granting school approval, as well as an opportunity to render service. The legality of the job and its value as an educational experience are pertinent questions concerning 14-and 15-year-olds. Sometimes the student is trying to solve a problem on which he needs help and sometimes the school can assist him to find a better solution.

Copies of certificates issued in schools are mailed to the Bureau of Pupil Personnel Services which maintains a centralized file. The Bureau issues all employment certificates for 14-and 15-year-olds and age certificates for all those not in attendance in the public schools, supervises the issuance of age certificates in the schools, and compiles monthly and annual reports to the state and federal bureaus concerned. Analysis of the procedures involved will be found in the appendix.[1]

Counselors interpret cooperative work-study and work intern programs for students by explaining the aims, requirements, advantages, and restrictions of the programs. Counselors assist students in appraising their interests and abilities, in evaluating the desirability of this elective, in ascertaining the benefits possible, and in alerting the students to companies with acceptable educational training programs. Arrangements for interviews with personnel officers, completion of agreement forms, and information about grades and obligations are all part of the counselor-student relationship in regard to work-study candidates.

Counselors interview potential dropouts and consider whether, with the cooperation of class and division teachers, school adjustments can be worked out and the students retained in school. Other topics for discussion are the legal requirements for leaving school, the legality of the job, or circumstances which the students feel necessitate leaving school but which actually may be remedied by help in obtaining part-time employment, scholarship aid, or assistance of the family by a social agency.

In the case of those who find it necessary to leave school before graduation, it is a definite duty of counselors to counsel with the individuals as to the next step whether it be in the world of work or future schooling, vocational or part-time. All dropouts should be given the address of the appropriate office of the Illinois State

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[1] Appendix IV.

Employment Service and urged to consult the counselors in that office. Prospective dropouts should be told of the Census and Counseling (Double C) program of the Board of Education and the names of all dropouts should be sent to the Director of the Double C project.

Counseling for College Placement

According to the semi-annual survey of plans[2] confirmed by results of the 1957 follow-up study[3] of 1955 graduates more than 50 per cent of Chicago high school graduates continue their education in colleges and universities, including engineering and technical schools. The obligation of the counselors is to keep young people informed on the everchanging college picture and to help them in choosing colleges appropriate for their ambitions, academic abilities, and aspirations, in selecting proper courses in high school to meet specific entrance requirements, and in learning about college costs and scholarships and appropriate scholarship competitions.

There are three phases in the development of a college counseling program. The preparatory phase includes the encouragement of planning and achievement throughout seventh and eighth grade and high school. The information phase includes dissemination of general college information to all secondary school students beginning in the group guidance classes in the seventh and eighth grades and extending throughout the four years of high school. College information should be accompanied by information about scholarships and other forms of financial aid. The counseling phase consists of assisting individuals to make choices of colleges and to decide on the scholarship competitions they wish to enter. Individual counseling with students and their parents on colleges and scholarships should be begun as early as ninth grade and conducted thereafter as needed.

Counselors organize a four-year plan for college counseling. Techniques for helping young people with college planning serve their best purpose where the school has an organized plan and conducts a continuous counseling program with students during the full four years of high school. Such a plan might be outlined as follows, with repetition of appropriate devices as the situation warrants in any year.

Freshman Year

Projection of post-high school planning at Parent Interview Day discussions

Mention at the freshman orientation assembly of scholarship awards won by students during the calendar year

Publicity concerning such resources as college counselor assistance, college catalogs, and college days

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[2] The Bureau of Pupil Personnel publishes the Survey of Plans of High School Graduates semi-annually.

[3] Chicago, Board of Education, Follow-Up Study of High School Graduates, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1957).

Distribution of information to freshman division teachers concerning new trends in college admission requirements

Discussion of college entrance requirements in group guidance meetings in connection with program planning

Invitation for freshmen to attend college assemblies and college days

Use of the booklet The College Booklet[4] in group discussions with freshman students

Use of films on college and college preparation in group guidance meetings or in connection with English or social studies classes

Group meetings and individual interviews with honors and "100" program students and their parents to explain about college and scholarships and to encourage early planning

Encouragement of freshmen to work up to capacity

Use of incentives such as junior honor clubs, honors classes, college clubs, and others

Use of Group Guidance for High School

Sophomore Year

Encouragement of re-evaluation of four-year plan of sequences for possible career choices and college, following 9A testing program

Interviews and group meetings following the 9A testing program with all high ranking students and their parents to give information and encourage suitable educational planning

Discussion, in group guidance sessions, of college, scholarships, and financial aid in connection with career planning

Contacts with honor club to stimulate student interest

Continued use of honors classes and honor clubs as incentives to good work

Discussion of examinations for college entrance and scholarships in group guidance sessions

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[4] Adult Education Council of Greater Chicago, The College Booklet (Adult Education Council of Greater Chicago 1962-63).

Invitation for sophomores to attend college assemblies and college days

Use of films on college in group guidance sessions

Junior Year

Continued re-evaluation of high school plans to meet specific college and career requirements

Small group meetings with honors group, "100" program students, Future Nurses, Future Teachers, Future Engineers, and other special interest groups to discuss college and scholarships

Announcements regarding colleges and scholarships to divisions through bulletins and meetings with counselors

Circulation of college catalogs through library and counselor's office

Encouragement of students to write for college catalogs and to visit colleges

Publicity on, registration for, and administration of appropriate scholarship examinations

Individual counseling of students and parents for college and scholarship planning

Channeling of information to juniors through a student scholarship committee

Meetings between students and interested parents and college representatives on college day or at other appropriate times

Discussions of colleges and scholarships in group guidance sessions

Senior Year

Distribution of information to parents and students regarding college and scholarship opportunities through group guidance meetings and individual counseling interviews

Organization of college day for juniors and seniors

Organization of student scholarship committee to channel information to seniors

Maintenance of an up-to-date calendar of deadlines for filing applications and registration for scholarship examinations and relaying this information to interested students and their parents

Publicity on, registration for, and administration of scholarship examinations

Distribution of information to students and their parents on where and how to apply for scholarships and colleges and if necessary, help in filling out the application blanks

Counselors organize scholarship counseling programs. More than 300,000 scholarships are awarded annually in the United States, yet securing a scholarship award is not an easy matter. Careful planning is necessary, and scholarship planning is a critical part of college planning. Students should know about scholarships, as one of several methods of financing college costs, as early as the first year in high school so that they may be realistic in their long-range planning. A strong college scholarship program in a high school has the advantage of improving the quality of student work, of encouraging students to make long-range plans, and of increasing the number of young people who develop their greatest potentialities.

Some practices which have been found helpful in scholarship counseling are described below.

Maintenance of an up-to-date file of catalogs using a student librarian and post card requests to colleges

Organization of a card file of scholarship information using listings in A Guide to Scholarships and Financial Aid[5] and adding the names of scholarship offerings peculiar to each school; keeping both the file and the Guide up to date

Presentation of information on colleges, scholarships, and other forms of financial aid to students and their parents through group guidance sessions, individual counseling, the use of display posters, announcements in school and community newspapers, announcements in honors and "100" program classes, special scholarship clubs, and announcements in the principal's bulletin

Organization of special groups motivated toward college and scholarship awards such as FNA, FTA, Engineering Club, College Club, Scholarship Club, and the "100" program group

Initiation of a Scholarship Talent Search in the eighth grade continuing it through the ninth, tenth, and eleventh and bringing it to fruition in the twelfth grade. The nucleus of this group could well be the students in the "100" program, with the addition of other students who are interested and who distinguish themselves in various areas during their high school years. Intensive college and scholarship counseling should be available for these students and their parents during the full four years. An effort should be made to see that all students in this group are informed of all the opportunities open to them and are encouraged to pursue programs in keeping with their abilities and to compete for scholarships and prizes in accordance with individual aptitudes and interests.

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[5] Chicago, Board of Education, A Guide to Scholarships and Financial Aid, Bureau of Pupil Personnel Services, (Chicago: Board of Education, City of Chicago, 1963).

Counselors help students apply for college admission and scholarships. The initiative for both college and scholarship applications should be taken by students and their parents. The counselor can inform, counsel, and explain about colleges and scholarship competitions, but students and their parents must make the final decision and take the initiative in making the application. The counselor can:

supply accurate information on colleges including scholarships in special fields of interest

advise students and their parents of the availability of scholarships for which particular students seem especially fitted

publicize dates of competitions, examinations, and due dates for various scholarship applications

set up a schedule of deadlines for filing both college and scholarship applications and see that students and their parents are informed of the dates

urge students to file applications early. Instruct students on the importance of the application as one item considered by college officials in deciding on the award of a scholarship or an admission to a particular college.

In some schools, the process of expediting college and scholarship applications assumes major proportions because of the number of students applying. The following procedures have helped:

using the Counseling Record Form on which all pertinent data about the applicant have been assembled and summarized

recording, preferably on the Counseling Record Form, names of teachers whom each student suggests as possible references for filling out recommendation blanks

using forms for recommendations which students ask recommending teachers to fill out and send to the counselor who keeps them on file

screening of candidates for any awards made directly by the high school, by a faculty scholarship committee

publicizing college and scholarship opportunities through the honor society

explaining to parents through group meetings and individual interviews the necessity for supplying information on family finances required by many scholarship applications; stressing the fact that it is possible for the parent to send this information directly to the College Scholarship Service or to the college without submitting it to the counselor, thus preserving a degree of confidentiality keeping on hand a supply of sample application blanks, financial statement forms, recommendation blanks, and health data blanks; giving group and individual instructions on filling them out

checking or having some member of the faculty check the final applications for completeness, accuracy, and general appearance

advising students individually and in groups on preparation for the procedures to be followed in a college or scholarship interview.

Counselors use external testing programs in counseling. Counselors provide information to parents and students about external testing programs appropriate in carrying out college and occupational plans.

The College Entrance Examination Board (CEEB) tests are required for admission by all member colleges as well as by sponsors of some scholarship programs. Counselors inform students and their parents of the names of the colleges and scholarship groups requiring the CEEB examinations and keep them posted on the filing dates and dates of examination as well as the test requirements for different colleges; i.e., Scholastic Aptitude Test (SAT) only, or SAT and all achievements, or SAT and specific achievements.

The National Merit Scholarship Qualifying Test (NMSQT) is given by counselors in the high schools. Counselors publicize this test among the able students, keep parents and students informed on filing dates and date of the test, collect the fee, administer the test and distribute and interpret test results to students.

The Preliminary Scholastic Aptitude Test (PSAT) is also given by counselors in the high schools. The counselor publicizes the test, informs interested students about dates for filing and for taking the test, collects the fee, administers the test, and counsels with students on interpretation of test results.

The American College Testing Program (ACT) scores are required by an increasing number of colleges and universities. At the present time, the Illinois State Scholarship Commission uses the November ACT for screening applicants. This test is administered outside of the high school but the counselors publicize the test, collect the fee, and counsel with students in interpreting test results.

The General Aptitude Test Battery (GATB), administered by state employment personnel, is a free series of aptitude tests intended to assist individuals to select appropriate fields of employment. Counselors publicize the service, make arrangements with the employment service to administer the tests either at school or at the local ISES office, and counsel with students on interpretation of test results. Some high schools utilize this service for interested students planning on employment immediately after high school as a companion service to the scholarship and admission examinations provided for college-bound students.

COUNSELOR NOTES

CHAPTER IX

FOLLOW-UP AND EVALUATION ACTIVITIES

Follow-up and evaluation activities are of two kinds: those which are carried out to help implement the counselee's decisions or to meet his needs and those which are carried out later to assess the effect of the guidance program on the ultimate adjustment of the counselee.

The effects of guidance are impossible to measure unless one knows something of the fate of the student. This makes a follow-up program a very important part of counseling and guidance services. It is not enough that the results be obtained; they need to be used to improve the services of the schools. They should affect guidance procedures and practices and improve school-community relations.

Follow-up Procedures

Some methods in the follow-up procedure for those who have gone to work might include individual conferences, planned group meetings, calls at places of employment, and reports from students and employers.

Whenever counselors visit employers, the counselors should be concerned with follow-up of students already employed. The data secured can be used by administrators to determine whether the school curriculum is of maximum service. Follow-up programs thus become a distinct function of the counselor, but it is recognized that methods of follow-up may vary by schools.

The use of a double post card and/or telephone call may be of value in obtaining up-to-date information. Continued interest in a person after he has left school promotes community confidence and gives the individual a feeling of belonging and of being worthwhile by contributing to the on-going school program.

For those who have gone to college, methods of procedure would be similar. Many colleges report grades of college students to the high schools, and representatives of colleges visiting the high school try to report on the status of the high school alumni attending their colleges.

Evaluation Procedures

Each year high school counselors gather data (1) on the plans of graduating seniors, (2) on scholarship awards and (3) on the amount and kind of part-time employment engaged in by students in the school.

Data gathered in these surveys are valuable in evaluating the guidance activities of the school. The 1957 follow-up study on the February 1955 graduating class indicated that the school surveys of plans represented rather accurately the actual plans subsequently carried out by the respondents.

Other ways of evaluating the guidance services are a study of the achievement of students in high school programs selected through counseling on Parent Interview Day; a study of the degree to which high ability students work up to capacity in honors classes and the "100" program; a study of whether students achieve up to expectations in scholarship competitions; and studies of achievement of graduates in colleges and professional schools.

With the data secured through the basic testing program and the machine processing of data, schools now have information on which to base a whole series of evaluation studies.

Because of the counselor's contacts with business, industry, and colleges, he is able to provide the school administration with information about what happens to graduates and dropouts, suggest ways in which the school experience of young people can become more beneficial, and help members of the school staff maintain realistic objectives.

CHAPTER X

MAINTENANCE OF A SYSTEM OF RECORDS

Good records are essential to an effective guidance program. Guidance records which are uniform in all Chicago public schools are the cumulative folder, the cumulative record card, the personnel transfer card, and the school transfer slip. The elementary and high school counseling record forms and the counselor interview record are found in high schools and upper grade centers only.

The Cumulative Folder

A cumulative folder, $9\frac{1}{2}$ x 15 inches in size, is started for each child when he enters kindergarten. The cumulative folder is the proper filing place for transfer slips, test booklets, profiles, health information, personal data, questionnaires, interest blanks, autobiographies, and letters or notes of significance.

The folders in the high schools and upper grade centers are filed either in the counseling office or in a room adjacent, alphabetically or according to grades or divisions, dependent upon the preference of the personnel of the school. These folders should be easily available for teacher use, but students should not have access to them. Schools have worked out individual techniques which they find satisfactory in promoting faculty use of these materials. The counselors are responsible for the proper maintenance of the folders, for their transfer if the student leaves to go to another Chicago public school, and for requests for folders of students transferring into the school.

If a student does not have a cumulative folder when he enter high school or an upper grade center, it is the counselor's responsibility to set one up, administer the appropriate standardized tests, and collect and record other data. These data are used in evaluating the student's progress and in program planning.

Personnel Transfer Cards

Personnel transfer cards are made out for all 6A and 8B students, and the results of 6A and 8B achievement tests are recorded on them by test scoring companies as a part of the machine processing of test data. Other pertinent data, including most recent test data, are recorded on the cards for use on Parent Interview Day. The cards are sent to high school and upper grade center counseling offices no later than two weeks after the date of Parent Interview Day. High school and upper grade center counselors use the information on these cards in making recommendations for programing, setting up special classes, providing for special needs and interests, and following-up elementary findings and suggestions. These personnel transfer cards are usually kept in a separate, conveniently located file inasmuch as they are handled often prior to the student's entrance and frequently during his first semester in school. Then they are filed in the cumulative folder. The counselor makes up personnel transfer cards for students transferring from other school systems. Blank cards may be secured from the Bureau of Pupil Personnel Services.

The Elementary and High School Pupil's Cumulative Record (the Kardex)

The cumulative record, as distinguished from the cumulative folder, is begun for the pupil when he enters kindergarten. It is filled out as completely as possible at that time and is kept up to date. This card contains identifying information, the names and dates of elementary schools attended, and data furnished by elementary school teachers on personal traits, activities, special abilities, and honors received. The record of progress in the elementary school, the date of graduation, and a record of data from all standardized tests administered in the elementary school complete this portion of the card. These records are sent with the cumulative folders of transferring students when folders are delivered to the new schools. The high school section of the card has space for high school test data, activities, special abilities, honors, scholastic record, behavior record, attendance record, health appraisal record, date of entrance, and date of withdrawal or graduation. At the time of graduation or withdrawal, this record is filed with the permanent record card.

The Counseling Record Form

The counseling record form is filled out for all students by high school and upper grade center counselors. Each counselor records appropriate data for each of his counselees as he interviews them or has other contacts with them. In the counselee's senior year, the counselor summarizes the data, adds data from the cumulative record and recent test data, and uses the summary as a basis for senior counseling interviews. Rank in class, honors won, and post-high school plans are also recorded. The record form is filed in the counselor's office while the student is in school but after the student has graduated or left school, the record form is filed in the permanent record envelope and serves as a source of information for follow-up contacts, reference requests, and recommendations.

The Counselor Interview Record Form

The counselor interview record form is used by counselors to keep records of a confidential nature. The form is destroyed when the data are no longer significant or when the student leaves school permanently. These forms are used at the discretion of the counselor and should be kept in a separate secure file. This card would normally be used with a limited number of pupils only and is not the standard cumulative interview form.

Other Records

Some high schools supplement these universally used sets of records by special data cards.

Many counselors have found it helpful to keep a card file on records sent to other schools with a skeleton notation of test scores so that if these materials are delayed or misplaced in transit, basic information is available in the sending school. Further, data on this card constitute a record of the fact that the materials have been forwarded.

Psychologist's Reports

Bureau of Child Study psychologists write detailed case studies on some of the students referred to them by counselors for individual study. These reports are sent to the principal of the school and are kept in a confidential file. They are not filed in the student's cumulative folder and are never handled by students. A blue identification slip accompanies each Child Study Report, to be filed in the cumulative folder to alert teachers consulting the folder that there is a case study report on file for that student. In cases of transfer within the Chicago public school system, Child Study reports are mailed directly to the principal of the receiving school. In other cases of transfer, the psychologist's report remains in the confidential file of the school.

COUNSELOR NOTES

CHAPTER XI

COUNSELING AS A TECHNIQUE

The Chicago guidance program recognizes counseling as the central focus of the entire guidance program. Counselors spend most of their time interviewing students, parents, and teachers. To counsel effectively, a counselor must have some basic understandings about the counseling process as well as have skill in the techniques of interviewing.

The Counselor's Role

The counselor's role is largely determined by the nature of the problem under discussion. In some interviews a counselor is more active than in others. He may explain, give information, encourage, or analyze to assist the counselee in decision-making. In other situations, where attitudes and feelings are more deeply involved, the counselor listens with understanding, encourages the counselee to discuss and analyze the situation, summarizes, reflects feeling, and helps in planning.

The student is encouraged to tell his story in his own way without interruption. Often the student's view of the situation gives the counselor insight into the basic problem. Too often the counselor does too much talking in the interview situation and throughout the counseling process. It is often proper for a counselor to suggest alternative solutions to a problem, but it should always be up to the counselee to make the ultimate decision.

The counselor's objective for the counselee is insight and increasing self-direction through growth. Everyone believes what he finds out for himself more than what he is "told." The competent counselor finds ways to help the counselee to find insight and solutions to problems. He does not try to impose insights or solutions upon the counselee.

The Counseling Relationship

The counseling relationship is characterized by a climate of mutual trust and acceptance in which counselor and counselee examine concerns and problems and seek solutions. This relationship forms the core for continuity of service for long-range assistance as well as for help in problems requiring immediate solution. Such a relationship is established through regularly scheduled interviews of sufficient frequency to provide a sense of mutual trust and confidence.

The Counseling Interview

Each counselor should schedule regular appointments for each of the students assigned to him. The frequency of these counseling appointments will depend upon the time available. Eventually each counselor should be able to counsel each of his counselees at least once a semester and to arrange a succession of counseling interviews with those who need such attention. Specific periods should be set aside for these counseling interviews. Unscheduled interviews may occur at any time during the school day, and the counselor handles such situations as promptly as possible. Prior to the interview, the counselor collects and studies data concerning the student. These data are found in the cumulative folder together with information presented by teachers, parents, and others.

Successful counseling interviews are based upon the assumption that behavior may be modified through counseling. Many factors influence the tenor and course of the interview. A session undertaken at the initiative of the student may take a very different path from one initiated by the counselor. In any case, to be effective, counseling must be based upon an enlightened understanding by the student of his own assets and liabilities. He must also want to carry out a program of action which will utilize assets and minimize or overcome liabilities.

The effectiveness of the counseling interview depends in large measure upon the degree of rapport which evolves and is maintained between the counselor and the student. This is a variable and there are no general rules which fit all situations. Each counselee must be accepted as an individual and treated as such regardless of the circumstances of referral. A friendly, understanding, and permissive attitude on the part of the counselor helps.

In concluding the interview, the counselor helps the counselee to restate the problem, to suggest his next steps, and to set a time for a follow-up interview if necessary. Continuous contact over a period of time is often necessary. The question of note-taking during a counseling session cannot be answered unequivocally. Notations for future use should be made, but in most cases it is probably best to wait until after the interview to make these notations.

CHAPTER XII

GROUP GUIDANCE AS A TECHNIQUE

"The unique characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and personal concern to the students and for their internalization of ideas, information, attitudes, and values. In group guidance, the student is his own ultimate subject of study, and he must be an active participant in the process. For this reason, assemblies cannot be considered as group guidance per se, although they may contribute a presentation for small group activity; college days and careers conferences are likewise merely aides to the method which relies upon the process as much as upon the content. The true group guidance group should be no larger than the customary class size and, in some instances, could profitably be smaller."[1]

Group Guidance in the Chicago Public Schools

The Chicago guidance program is strengthened through the incorporation of weekly, sequential group guidance sessions in which a counselor works with his counselees in class-size groups for a minimum of forty minutes per week. Counselors become acquainted with their counselees through this frequent and regular association and find themselves anticipating individual needs as a result. Conversely, students are stimulated to seek the counselor's help individually as a result of the group activity.

Since 1956, upper elementary grades in Chicago have made general use of a sequence of units entitled Group Guidance for Upper Elementary Grades[2] as a basis for group guidance suitable to the needs of the local school. Comparable units are available for high school in Group Guidance for High School.

Plans for group guidance classes should incorporate regular counseling sessions for the pupils as a part of the program and for their parents as well. It has been found that group guidance activities stimulate pupils to seek counseling help as an extension of the class activities, but this cannot be relied upon to replace scheduled counseling since some pupils who may need help will not seek it.

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[1] Chicago, Board of Education, Group Guidance for High School, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963), p. 1.

[2] Chicago, Board of Education, Group Guidance for Upper Elementary Grades, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

The Role of the Counselor in Group Guidance Class

Whereas in many of the areas of the curriculum the teacher is responsible for the development of objective skills or mastery of principles and facts, in group guidance the counselor is responsible for the growth of students' insight concerning themselves and their own behavior. As in the face-to-face relationship, the counselor's role here is much that of a catalytic agent.

For instance, interplay and exchange of opinion between students may be more fruitful than exchange between counselor and student. Successful leaders of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and so concentrate their efforts upon development of free discussion rather than upon the direct inculcation of principles. Such a role makes the leader more, not less, important although he may appear to be less central.

The Process as an Objective

The very process of acquiring self-knowledge and group attitudes and skills itself is an integral part of the outcome. We are often working with attitudes and feelings of a personal nature which need to be understood by pupils and the group as well as by the counselor before learning can take place. Reactions may need to be explored or various courses of action weighed by the group. Thus, in this class, practice is given in the basic process we all use as we handle our emotional reactions or change our behavior as a result of insight.

Another related value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct with the guidance of a leader. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting.[3]

Content in Group Guidance

Student objectives vary but little from grade level to grade level[4] in group guidance since fundamental insights and competencies are being sought which will lead to appropriate behaviors and adequate decisions. What does vary are the levels of maturity in behavior to be expected and the nature of the decisions as well as their degree of autonomy. Thus, topics or practical situations which are used to attain the objectives also vary not only with the maturity levels of the students but with their current needs and the demands of their immediate choices. Besides, as classes develop a group feeling and as counselors acquire increasing familiarity with the possibilities inherent in this approach, local variation in topics has a tendency to increase. Since the application of both objectives and content derives from the daily "stuff of life" of the students, the possible variations are enormous and the materials endless.

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[3] Chicago, Board of Education, Group Guidance for High School, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

[4] See Grade Level Emphases, Chapter I.

"The following content areas are suggested:

learning to know oneself

learning about opportunities

developing habits and relationships

making and carrying out plans.

The group guidance leader may desire to develop a few behaviors in all content areas or to concentrate on just one or two areas. The needs of the group will determine the leader's selection of content to use as a guide for the selection and organization of the actual learning experience.[5]

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[5] Chicago, Board of Education, Group Guidance for High School, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1963).

COUNSELOR NOTES

CHAPTER XIII

USE OF THE CONFERENCE TECHNIQUE

Chicago public schools use various types of conferences to bring the strength of the community to bear upon problems of young people. Individual schools and colleges and companies are consistently generous in their participation in these affairs.

In planning occupational and educational conferences, the age and needs of the group predicate the format and approach. The schedule and physical facilities of the school will also affect the programs. The time available for this activity must be determined in relation to the total educational program and with recognition of it as an intrinsic part of that program. Class teachers as well as counselors can utilize the experience in many ways. Thus, conferences are not only economical in the use of speakers' and students' time but they are also replete with learning potential.

Organization of a Conference Program

Educational and occupational conferences are parts of a total information program and must be integrated into the total program accordingly. Continuity can be provided by relating conferences to each other over the years, as well as relating them to the maturity of the students being served. Thus a conference on post-high school education for younger students may focus on such topics as "Choosing a College" or "Financing a College Education," whereas a conference for older students would present information about colleges in which students were specifically interested.

Similarly, an occupational conference for younger students might be organized by an industry or a field, whereas a conference for older students would present information in depth on occupations of specific interest to them. For example, younger students might attend conferences on the steel industry, the para-medical field, or the restaurant business; older students might attend conferences on metallurgy, medical technology, or dietetics, depending upon their interests. The former type of conference, which has been successful in upper grade guidance programs and in the summer school counseling programs of 1960-1962 in the Chicago public schools, has the advantage of accommodating a range of interests and aspiration levels, of developing concepts of vocational organization, and of overcoming stereotyped thinking about occupations. The latter type has the advantage of providing information of more depth and specificity to those ready for a decision about next steps.

Once the program has been planned, to insure the success of each conference, certain procedures should be followed with sufficient planning time allowed to carry out all details. The following procedures can be adapted for any vocational or educational conference:

The Planning Committee

The principal of the school, the chairman of the guidance department, a counselor, a faculty member, student representatives, and, in some instances, a representative of the community may all be members of the planning committee. The committee is responsible for planning the conference and delegating duties to students and faculty members. It is important that the committee see that all conference activities are carried out and are well organized.

The Pattern of the Conference

As has been stated, the school's schedule and physical facilities affect the conference pattern as does the age of the student group. Some conferences begin with a general session for several short presentations followed in a second period by small group discussions, with the speakers from the general session serving as resource persons for the smaller groups, often on a rotating basis. Counselors in the upper elementary grades have found this pattern suitable for their pupils. Conferences for more mature students may extend over several periods. Some open with a general session, with an inspirational keynote speaker to help provide a focus or guideline, and move in later periods to smaller simultaneous sessions. This allows students to participate in discussions of two or more topics of their choice. A variation of the simultaneous, multiple session conference omits the general session. In still another pattern, preferred by some schools, conferences are held singly during one period and spread over a number of weeks. All the above patterns may be used for evening sessions with parents also in attendance.

The Questionnaire

Some conference topics are chosen by the planning committee, particularly when younger students are being served, without querying the group as to its interests. This method is useful when the purpose is to create interest or stimulate student thinking. Topics are usually broad in scope or cover fields of work or industrial constellations of occupations. Other conferences, especially those for older students, are based upon the interests of the group as determined by a questionnaire. Many times, a simple form on which a student lists his first, second, and third choice is all that is necessary. If the questionnaire is detailed and the young people are not familiar with the form, time must be provided to present certain instructions and to assist in filling out the questionnaire. The summary of the students' lists of preferences is used to plan the sectional meetings for the conference.

The Schedule

For conferences held during school hours, availability of adequate rooms may determine the number of simultaneous or consecutive sessions. Since the students will be drawn from rooms for the conference, these same rooms may serve as the conference sites. For evening conferences the response to the questionnaire may be the basis for the schedule.

The Selection of Aides

If a conference is to run smoothly, many students and members of the faculty are needed to help in the operation. Students can help make and distribute such materials as schedules of meetings and programs; they may also act as hosts. Faculty members may assist as moderators, hosts, or room monitors. Many benefits derive from good student chairmanship and faculty participation.

The Selection of Speakers and Consultants

The speakers and consultants should be carefully selected. They should be completely familiar with the field they represent and be able to hold the interest of young people. Local service clubs, professional associations, and large companies are sources of speakers. The Bureau of Pupil Personnel Services will assist schools in obtaining speakers and consultants. The initial contact with the consultants should be made by telephone early enough so that a busy person will be able to fit the date into his calendar.

Invitations to the Speakers

After the initial contact, written invitations should confirm the date stating the place and time of the conference. Speakers usually appreciate receiving an outline to follow in preparing their talks, as well as a short paragraph stating the aim of the conference, the grade level and interests of the students, the time limits, and other information. Schools must be certain that speakers understand that the conference may not be used to recruit students or employees, to distribute company or school brochures, or to interview students about employment or enrollment.

The Students' Schedules

In complex, multiple-session conferences where student interest is the basis, the young people are scheduled for the group sessions that they indicated, and tickets or admission slips are prepared for each student, stating the time and place for each session to which he is to report. When collected, these slips serve as an attendance check.

The Evaluation

Both students and teachers evaluate the conference. These evaluations are important in planning for the future.

Conferences Providing Occupational and Educational Information

Three types of conferences on occupational information are described. Selection of the pattern depends upon the purpose of the conference, the maturity level of the young people, and various other factors.

The Industry or Career Field Approach is the simplest pattern for a conference. In the Industrial Conference,[1] which takes up about two periods on a given day, a few consultants present a broad picture of fields or industries. This type of conference may be developed with or without using a questionnaire. The upper grades of the Chicago public elementary schools have found this pattern particularly useful in stimulating interest. The principal, the counselor, and student representatives work together as a planning committee.

Procedures for such a conference may begin with the selection of the fields by the committee. Several industries, usually not more than four, are invited to participate. The industries are asked to send a team of two or three persons depending upon the number of pupils present.

The program is planned for two forty-minute periods. Each participant addresses the general meeting, and at the conclusion the chairman summarizes and reviews the points needing emphasis. Following this session, the pupils return to their classrooms where the teams from the industries answer their questions.

In the general session, speakers describe such items as the following, keeping in mind the over-all industry rather than only their own companies:

role of the industry in the economy

organization of the industry with emphasis upon the occupations in it

educational preparation needed for different typical jobs (covering a range of skill levels)

potential growth, challenges, and trends

basic criteria for employment.

Customarily a faculty member presides over the subsequent small group sessions and the consultants answer questions.

The pattern of the Career Field Conference is similar to the pattern of the industrial conference. It consists of a formal assembly program at which each representative speaks for fifteen minutes giving basic information pertaining to his business or profession, followed by informal group discussions in classrooms.

A good approach to preparation and follow-up includes the use of a questionnaire[2] both before and after the conference and the selection of fields for the conference on the basis of pupil interest. As most younger pupils have had little formal experience with this sort of activity, they often need instruction and discussion before the questionnaire is presented.

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[1] This plan was originally used at the Hess and Kinzie Upper Grade Centers.

[2] See Appendix V.

After the conference, the original questionnaire is again presented to the pupils and the results compared with those obtained the first time. The committee evaluates the conference and makes recommendations.

The preceding approaches have worked successfully with upper grade pupils and with high school students in summer schools, particularly with underclassmen who have had little exposure to occupational information as presented by persons engaged in the field.

The Occupation Approach is suitable for more mature students. In this approach used in high school career conferences, speakers present information about such occupations as dentistry, teaching, or library science, for example. Occupations as cited here and career fields as cited previously overlap, obviously, but the focus in this type of conference is the area of specialization rather than the range of opportunity and presupposes prior, more generalized occupational information.

Conceived as a progressive series, these approaches reflect efforts to pace occupational information with the growth and needs of youth. Increasing involvement of the young people in their own guidance is further reflected by some plans which base lists of occupations for student selection upon prior lists of student preferences.

The organization of this type of conference follows the general format described in the opening sections of this chapter. Elsewhere in this Handbook are various forms which may be adapted to the needs of individual schools.[3]

The College Conference, like occupational conferences, may be used to motivate students as well as to provide specific information to students with formulated interests. The outlined procedures for planning and organization apply in general to college conferences. So also do the general principles of providing information to students, not recruitment by colleges. "Signing up" students is not permitted. Participation is limited to colleges in the classic sense of the word, and accreditation is used as one basis for inclusion. Expressed student interest is another. College conferences presumably serve as one information technique in the high school's total college information program and thus do not bear the full burden of introducing opportunities to students; rather they serve as the culmination of effort in this direction.

Basically there are two types of college conferences: the multiple conference, usually with a series of simultaneous sessions, and the private visit conference. Either may be organized to include parents, the former being more suitable to evening sessions. Multiple evening sessions for underclassmen and their parents provide a good prelude to the private visit conference for upperclassmen and their parents.

For the multiple conference during the early spring the guidance department chairman, after consulting the principal and counselors, chooses three tentative fall conference dates to submit to the coordinator of the city college conference schedule. The president of the Secondary

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[3] See Appendix V.

School Division of the Chicago Principal's Club is the coordinator who contacts the high schools concerning the dates established with the cooperation of the executive secretary of the National Association of College Admissions Counselors (ACAC).

In the private visit college conference, high schools maintain a series of conferences, spread over many weeks, with college representatives spending a half day or an entire day at the school for private interviews with students and if possible, their parents. In this type of conference, students' wishes are known and time appointments made. A bulletin board display of pictures of college campuses and other graphic illustrations for the current week's visitors may be used to advantage.

In 1961 a committee was appointed by the president of the Illinois Association of College Admissions Counselors to study the College Day/Night program and to make recommendations for implementing and improving existing conditions. In reviewing practices of current College Day/Night programs, the committee made the following suggestions for improving the efficiency of operation:

> "Where the number of students participating is roughly under one hundred, several schools should hold a cooperative program or change to a private visit plan.
>
> "Programs should be restricted to a maximum of three hours in length and should be divided into three periods (with passing time between periods) of roughly forty-five minutes each plus a free or "shopping" period, if desired. All-day or combined day and night programs are too demanding of the college counselor's time and are not fair to other high schools.
>
> "Periods of less than twenty-five minutes do not allow college counselors time to give sufficient information.
>
> "Whenever possible, the first three periods should be arranged so that the students have definite appointments with the colleges of their choice, and the colleges should be notified in advance as to the names, academic standings, and test scores of these students.
>
> "If no student has indicated a definite interest in a college, that college should be notified and given the option of attending in a central location with other non specified colleges for the "free" period.
>
> "The Career Day and the College Day should be separated. College representatives are usually available to speak generally about preprofessional training or college training for certain careers at Career Day.
>
> "All of the high school counselors and the faculty should be invited and encouraged to attend the College Day so that they will have up-to-date information regarding the schools.

> "College counselors should notify the high school in advance if they are unable to attend or can attend for a limited time only.
>
> "Colleges should send only informed people to represent the colleges.
>
> "College counselors should be prompt in arrival and punctilious about attendance at scheduled periods.
>
> "Colleges should send the name and position of the representative, so that the high school can publish a program."[4]

Questionnaires, letters, work sheets, and other forms typical of those used in Chicago public high schools for college conferences are reproduced elsewhere in this Handbook.[5]

The Parent Conference

A type of planned conference used in many schools is the group conference for parents. These meetings are scheduled and planned by the chairman of the guidance department and the counselors. Various patterns are used in the schools; some meetings are held in the afternoon, others in the evening. At times, the counselor meets with the parent group alone; on other occasions, the students and parents may meet together with the counselor. Again, the counselor, with the aid of administrators, may conduct the meeting for one period and the class teachers, division teachers, and students may join the group for informal talks during the second period. These meetings may be for parents of students in special groups, of one grade level, or for those parents who have common concerns. Parents of all students should be included in some group at least once a year, preferably once a semester. Suggested topics for these scheduled meetings are listed below.

7th Grade

Getting Acquainted with the School

Learning about Young Peoples' Interests, Hobbies,
Extra-Curricular Activities

Looking Ahead to High School

8th Grade

Interpreting 8B Test Data

Learning about High School Opportunities

Looking Ahead to College and Work

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[4] Illinois Association of College Admission Counselors, Newsletter, June, 1961.

[5] See Appendix V.

9th Grade

Getting Acquainted with the School

Learning about Special Programs in High School ("100" Program, Work-Study, and Others)

Interpreting 9A Test Data

Formulating the Four-Year Plan for High School

10th Grade

Discussing the Need and the Importance of Scholarship

Learning about School Activities and School Services

Reviewing the High School Four-Year Plan

Planning for College

Participating in Career Conferences

11th Grade

Choosing a College

Learning about Scholarships

Participating in Career Conferences

Interpreting 11A Test Data

12th Grade

Participating in College Conferences

Learning about Special Programs (Advanced Placement, Scholarship, and Others)

Learning about the Results of College Entrance Examinations

Learning about Opportunities after High School

CHAPTER XIV

REFERRAL AS A TECHNIQUE

Effective referral requires counselors to have a broad acquaintance with school and community resources of all kinds, including the knowledge of "when and to whom" to refer. This includes not only an understanding of relationships with intra-school system workers and with community workers and of procedures in referral, but also a knowledge of one's own sphere and limitations. Contrary to some opinion, a counselor who makes referrals on such a basis is more competent (and surer of his competency) than one who tries to handle everything himself.

Referrals within the Chicago Public School System

A number of services within the school system can be helpful to counselors in working with students and their parents. These services include psychological, health, and attendance services, and those furnished through the Department of Special Education.

Psychological services are provided in all schools by the Bureau of Child Study. Psychologists from the Bureau carry on diagnostic psychological examinations of school children with behavior problems; test mentally retarded and physically handicapped children for special classes; counsel with students, teachers, and parents; serve as consultants to teachers, principals, and other school personnel; and refer students to the reading clinics conducted by the Bureau. Students are referred for the above services by counselors with the written approval of the principal. A standard referral form is available.

Health services are provided for school children through the Bureau of Medical and School Health Services. This Bureau conducts hearing and vision testing surveys and provides the services of teacher-nurses in all schools. School counselors refer some cases involving health problems to the teacher-nurses and work cooperatively with the teacher-nurses on other cases. The Bureau also provides medical examinations for minors of fourteen and fifteen years of age who apply for part-time and vacation employment.

The Division of School Attendance, a division of the Bureau of Pupil Personnel Services, provides services to children who have attendance problems. Attendance officers visit homes, confer with parents and children, and report their findings and recommendations to school personnel. They also refer children to the Family Court and parents to the Municipal Court as the need arises.

Services to children requiring special educational provisions are provided through the Department of Special Education. Students needing any of the services provided by this department are referred by the principal through the school counselor to the division or bureau involved.

The Bureau of Physically Handicapped Children supervises special education for the blind, the deaf, the partially seeing, and the hard of hearing. The Bureau also includes the work of the Division of Speech Correction and the Division of Orthopedically Handicapped and supervises the work of hospital and bedside teachers.

The Bureau of Mentally Handicapped Children supervises the classes for the educable and trainable mentally handicapped. Recommendations for placement in these classes are made by the principal through the counselor and the school psychologist to the Director of the Bureau of Mentally Handicapped Children.

The Bureau of Socially Maladjusted Children supervises the transfer of pupils to social adjustment rooms or schools, recommends excuse from school in certain cases and supervises the return of pupils from the Chicago Parental and the social adjustment schools. School counselors and attendance officers work closely with the Bureau of Socially Maladjusted Children in caring for children who need the services of this Bureau.

Referrals in the Community

Community resources of interest to counselors for referral purposes may be classified in four groups: family service agencies, counseling agencies, recreation agencies, and health agencies.

In the field of family service, the most important public agency is the Cook County Department of Public Aid which administers general assistance within the city and also administers these four categories of relief: aid to dependent children (ADC), blind assistance, disability assistance, and old age assistance. The Social Security Administration, a bureau of the United States Department of Health, Education and Welfare, administers social security insurance payments. The Division of Unemployment Compensation under the Illinois Department of Labor administers the unemployment act through district offices.

The most important voluntary non-sectarian family agencies supported in part by the Community Fund and in part by private contributions are the American Red Cross which provides service to active servicemen and their dependents; the Salvation Army, family service division; and the United Charities, family service division, which has six district offices. Some sectarian agencies are the Catholic Charity Bureau, the Jewish Family and Community Service with four district offices, and the Lutheran Family Service.

There is a shortage of counseling facilities for adolescents, but conditions change and new facilities develop. It is always well to try to secure treatment if the problem is of such a nature to indicate a need for private counseling. Agencies are Counseling Service of the Catholic Charity Bureau; Illinois State Employment Service; Institute for Juvenile Research; the Jewish Vocational Service; Scholarship and Guidance Association; and Youth Guidance for Protestant Boys and Girls.

In making referrals to recreational agencies,[1] preference should be given to local agencies unless the particular needs of the student can not be accommodated in the neighborhood. Recreational agencies available for older students include the Chicago Board of Education social centers and playgrounds and the Chicago Park District's playgrounds and recreational facilities, including beaches, parks, and others. Private facilities include those offered by the Boys' Clubs, the Boy Scouts, the Jewish Community Centers, settlement houses, YMCA, and YWCA. In making a referral, it is best to check with the agency by phone to get an exact idea of the service offered and to determine the agency's ability to accept a referral.

Most referrals to health agencies will be made through the teacher-nurse; however, counselors need to be informed about the agencies available. Most hospitals have clinics to which referrals may be made, but not all clinics include all categories for which a referral should be made. Cook County Hospital and the University of Illinois Research and Education Hospital are the chief resources for short-term hospital care for the medically indigent in Cook County. The County Physician and the Visiting Nurse Association both provide home care. In the area of mental health, the Peoria State Hospital and Chicago State Hospital have small wards for children, and the Chicago, Elgin, and Galesburg state hospitals each have wards of forty to fifty beds for adolescents. The Chicago Heart Association in cooperation with the Chicago Board of Health conducts a rheumatic fever prevention program. The Illinois Society for the Prevention of Blindness works in this area and the Chicago public schools employ a medical consultant on epilepsy.

Sources of Information on Social Agencies

The Welfare Council of Metropolitan Chicago publishes a Social Service Directory which lists more than seven hundred agencies in the Chicago area. The 1961 edition of this directory was provided for every high school counselor in September, 1961. Additional copies of the directory may be ordered from the Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago 2, Illinois.

Procedure for Making Referrals

One of the counselors is usually designated by the principal to make contacts with the social and health agencies; another counselor to contact the courts, the probation offices, and the behavior schools; and a third counselor to negotiate with counseling agencies and the state employment service. The important point regarding referrals is to organize school communication so that a minimum of separate contacts is necessary. **A general community resource for referrals when specific contact points are not obvious is the Community Referral Service.**

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[1] Chicago, Board of Education, Cumulative Bulletin, Bureau of Pupil Personnel Services (Chicago: Board of Education, City of Chicago, 1961).

COUNSELOR NOTES

RESOURCES TO A GUIDANCE PROGRAM

CHAPTER XV

RESOURCES FOR EXTENDING SCHOOL EXPERIENCES

One of the routine guidance services offered by counselors is that of assisting students to utilize both school and community resources to develop interests and skills, to find tryout experiences, and to explore opportunities. Special class placements, enriched programs, work experience, and selection of recreational outlets and hobbies are typical examples. Listings of recreational centers will be found in the 1961 edition of the *Cumulative Bulletin*.[1] This chapter is devoted to a discussion of selected study and high school work programs.

Study Programs

Resources for extending school experience to students of high ability have been a part of the Chicago public high school program for many years. Honors classes, enriched classes, and the "100" program have motivated and encouraged many high school students.

Advanced study programs have increasingly become a part of high school programs in the last several years. These programs offer students the opportunity to undertake work at the college level while still in high school. Students usually take one advanced course, so that, even though they may be granted advanced standing and college credit, their college stay is not shortened. College classes may be held in the high school and taught by secondary school teachers or by college instructors from nearby colleges or junior colleges. Some classes on local college campuses are open to recommended high school students.

The *Advanced Placement Program of the College Entrance Examination Board* is nationally known. Students who perform satisfactorily in college-level courses and in the Advanced Placement Examination while in high school may be granted advanced placement in college at the discretion of the college. Some colleges also grant advanced credit to qualified students. Each college makes its own decisions regarding such credit and advanced placement. Information on this program may be obtained from the Director, Advanced Placement Program, College Entrance Examination Board, 425 West 117th Street, New York 27, New York.

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[1] Chicago, Board of Education, *Cumulative Bulletin*, Bureau of Pupil Personnel Services, (Chicago: *Board of Education*, City of Chicago, 1961).

The Chicago City Junior College Advanced Placement Program offers college courses to selected high school seniors. In some instances, the classes are held in the high school. Students receive college credit if they complete the class work satisfactorily.

The University of Illinois Advanced Placement Program enrolls high school students recommended by their schools and approved by the University for college courses at Navy Pier. Students receive college credit if they complete the class work satisfactorily.

All of the above programs for able students enrich rather than accelerate their educational program, although in some cases, the college period may actually have been shortened.

Work Programs

Just as advanced study programs extend the school experience for groups of students planning on further formal education, work programs extend school experiences for students who plan to enter employment directly from high school. The counselor helps students find part-time jobs as the employers contact his office concerning students available for employment. The counselor must also evaluate the educational value of the part-time work, especially if it is one of the following work-study programs.

The Cooperative Work-Study Program is an accredited course approved by the Chicago Board of Education as a part of the school curriculum. Students who participate in this program are usually seniors in the final semester and must be at least sixteen years old. A counselor designated by the principal is usually the coordinator of this plan. The counselor approves the student and the employer and examines the student's record to make certain that school requirements have been met. If the student seems to have the vocational maturity desirable for the work-study plan, the counselor then secures the approval of the parent for the agreement. With the approval of the school and the parent, the student and the employer enter into a twenty-week agreement. The firms indicate to either the local high school (if only one school is dealt with) or to the supervisor of work-experience in the Bureau of Pupil Personnel Services (if more than one school is involved) the nature of the education and training which is to be provided for the work-study student during the semester. The work experience must have progressive educational and training value for the students.

During the semester the counselor visits the employer, and the work of the student is evaluated in conference. Rating sheets are filled out by the employer every five weeks and sent to the school. At the end of the semester, credit is given if the record of the student is satisfactory. The general scheme of operation follows.

The student becomes interested as a result of

referral to counselor by classroom teacher, home room teacher, or other school personnel interview with counselor

referral by employer who is familiar with the work-study program

notice in a school bulletin or news article.

The mechanics of enrollment are carried out by the counselor through

discussion with the student concerning his interests, abilities, and post-graduation plans

examination of the record of the student to determine if sequence requirements can be met and if the student has sufficient vocational maturity to take part in the program

acceptance by the parent and the student of work-study as a part of the student's program

arrangement for an interview between the employer and the student

development by the employer of the work program with progressive learning experiences and acceptance of this program by the school and the student

signing of twenty-week work-study agreement[2] in quadruplicate by the employer, the school, the student, and the parent

distribution of copies of the agreement to the employer, the school, the student, and the Bureau of Pupil Personnel Services

programing of the student at the beginning of the semester for three major subjects and physical education in the early periods of the day so that three hours are available for employment in the afternoon.

The employer and counselor thereafter evaluate the program and the student's progress at regular intervals. They also work cooperatively to overcome weaknesses in skills and weaknesses and deficiencies in attitude and to strengthen work habits or character traits which the employer has criticized.

Work Internship is a program which helps young people prepare for an entry job while attending school. It is similar to work-study except that the student may be at any grade level if he is more than sixteen years of age. Work internship places the individual student in a work situation, where he will have to adjust to practical job demands. Supervision is maintained by the school. The school counselor has regularly scheduled interviews with the student to help him adjust to his job and to his schoolwork. As in the work-study program, the student usually attends school in the morning and reports to work in the afternoon. School credit is granted as merited. The student, the parent, the employer, and the school counselor sign the work internship agreement.[3] The employer makes regular reports to the school counselor concerning the attitude and performance of the student. The counselor and the employer, acting together, have the authority to withdraw the student at any time.

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[2] See Appendix V.

The work internship program helps to acquaint the student with an authentic job situation which may be an entry job for him when he leaves school. This program may also keep a youngster in school, as the money earned may make it possible for him to continue attending school and perhaps motivate him to remain for graduation.

The Distributive Education Program is a vocational program in business education to prepare young people for careers in retailing, wholesaling, and service establishments. In essence, it is a partnership between schools, business owners, and managers. Student trainers attend school and also receive supervised work experience under actual working conditions. Training stations are local business firms where the student receives on-th-job training which provides practical application of the trainee's studies. A teacher-coordinator brings the school and business activities together to provide practical education. Eleventh and twelfth grade students are eligible for this program, and they receive wages for their work.

The Coordinated Office Occupations Program is administered in much the same way as the distributive education program. Students work part-time in offices as typists, stenographers, bookkeepers, keypunch operators, receptionists, clerks, and other office workers. Student trainees attend school and also receive supervised work experience under actual working conditions. Training stations are established in local business firms where students receive on-the-job training. A teacher-coordinator brings the school and business activities together to provide practical education. Students are eligible for this program in grade twelve, and they receive wages for their work. The emphasis in this program, as in distributive education, is the development of salable skills and the evolvement of career objectives.

Urban Youth Program

The above work-study programs are designed for students still in school. Work related services for dropouts between the ages of sixteen and twenty-one are also provided.

The Chicago public schools Urban Youth Program for young people of ages sixteen to twenty-one has three aspects: Census and Counseling (Double C), Education and Employment (Double E), and Training and Transition (Double T).

Double C

The purpose of the Double C program is to ascertain who the dropouts are, to offer counseling assistance to them, and to follow them up. Letters are sent to the young people who have dropped out of school, inviting them to come to a reception center to talk with a counselor. Those who accept the invitation receive assistance in making constructive plans and in taking next steps. A pre-employment workshop is one of the resources in the centers.

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[3] See Appendix V.

Double E

Double E is a cooperative work-study program in which a student spends twelve hours per week in school classes and twenty-four to thirty-two hours per week on the job. Classes are in the areas of English, social studies, business, and mathematics. Content in these areas is job-oriented, but is so designed as to further academic knowledge as well. The school program operates for a ten-month period, and high school credit is given.

Double T

The Double T program offers short-term training preparatory to employment in jobs requiring less formal preparation in a variety of areas.

While the educational and vocational aspects are highly significant, perhaps the outstanding aspects of the Urban Youth Program is that the school assumes a continuing responsibility for a young person when he enrolls in the program and tries to assist this group to become personally and economically competent, as well as to become socially conscious young adult citizens.

COUNSELOR NOTES

CHAPTER XVI

RESOURCES IN THE COMMUNITY

Chapter XIV touches briefly upon the who, when, and where of referral as a major competency of the counselor and provides an overview of some local, school, and community resources. The referral resources listed there concentrate for the most part upon social, family, and health problems. There are, in addition, a number of public and private organizations providing services designed to assist students with making and carrying out educational and occupational plans or with locating general information. The following sections describe those most frequently used by counselors.

Illinois State Employment Service (ISES)

There are state employment service offices in all states. They have been organized to provide service without charge for all employers and applicants whenever either has an employment need.

Job applicants receive professional help in appraisal and classification of their qualifications and in job placement. The Illinois Placement Service includes the following important services in its program:

> continuous assessment of the characteristics of the shifting labor market and current information on labor demand and supply needs
>
> employment counseling and testing services for individuals who have difficulty in deciding the kind of work to enter or change to or in holding their chosen kind of work; testing programs for individuals in response to employers' quest for capable workers
>
> specialized attention to those workers in the community who are given preference by law; i.e., veterans or those who have employment problems because of age, inexperience, disability, or race.

Student referral cards for use in schools are available at ISES offices.

College Scholarship Service

The College Entrance Examination Board has organized the College Scholarship Service for its members. Since its organization, all students applying for a scholarship in any college which is a member of the CEEB must file a Parents' Confidential Financial Statement with the Service. The applicant files only one statement, which the Service then duplicates and sends to all colleges designated as those to which the student is applying for admission. The questions asked on the Parents' Confidential Statement are designed to bring out information concerning such family finances as income from salary, federal income tax, business expenses, home expenses, life insurance, indebtedness, and others. With the help of this information, the college can make its judgment concerning the amount of aid needed by the student.

College Admissions Center

To help students who are qualified to find placement in accredited colleges, the Association of College Admission Counselors and the Association of American Colleges have established college admissions centers. All graduates of secondary schools who are qualified for college entrance but who have not been accepted by June 1 and who wish to be considered by an accredited college may file a registration form with the center, together with a $10 fee. Counseling is available.

Evaluation of Credits of Foreign Students

The correct placement of a student who enters a Chicago high school from a foreign country depends upon the evaluation of the credits presented. The Department of Health, Education, and Welfare in Washington, D. C. provides this evaluation service, but so also, locally, does H. E. Temmer, associate dean of the University of Illinois at Navy Pier. The form Summary of Foreign Education may be requested by telephone call or letter to Dean Temmer. This form should be filled out by the student requesting an evaluation of his credentials.

The University of Illinois Counseling Service (Navy Pier)

The Chicago Undergraduate Division, University of Illinois at Navy Pier, has a student counseling service which is available to registered students and to high school seniors in their final semester, high school graduates, and college transfer students. Test services, individual counseling, and group services are offered.

Division of Vocational Rehabilitation, State of Illinois

Vocational rehabilitation of the physically handicapped is a service supervised by the Division of Vocational Rehabilitation under the Illinois Board of Vocational Education. This Division makes vocational training, counseling, guidance, physical restoration, and placement services available for the handicapped so that they can become employable.

Services are provided for the handicapped if there is a substantial vocational handicap present and a reasonable expectancy that the services of the Division of Vocational Rehabilitation will result in employment. The age limits are from sixteen to sixty-five. The

Division of Vocational Rehabilitation has been making a particular effort in recent years to reach the younger group of disabled. The high school counselor should refer young people over sixteen years old before they graduate or drop out of school if they are disabled and may have difficulty in finding employment.

Community Referral Service

The Community Referral Service, mentioned in Chapter XIV of this Handbook, is a department of the Welfare Council of Metropolitan Chicago. It was established in 1945 as a practical measure toward making the many resources of the community available to persons in need of aid or guidance. This is a Community Fund agency and there is no charge for service. No case work is done by the agency. Its purpose is to bring together the person with the problem or query and the resource to solve the problem or provide the answer. This is a major resource for counselors who see no clear route for referral.

The counselor may call the service directly or refer parents to the service. The office is open Monday through Friday, 9:30 a.m. to 5:00 p.m., at 123 West Madison Street.

Social Security

Social security district offices will issue social security account number cards, give general information about the rights and responsibilities of the individual, assist in making claims, and furnish information to groups about social security through talks, films, and activities. All students should be encouraged to secure social security cards. When students become interested in part-time employment, they should check to see if they will receive social security coverage or credit for the work.

COUNSELOR NOTES

APPENDIX I

PUBLICATIONS OF THE BUREAU OF PUPIL PERSONNEL SERVICES

After High School, What?, 1960, reprinted annually.

Cumulative Bulletin, 1959, revised 1961.

Group Guidance for High School, 1959, revised 1963.

Group Guidance for Upper Elementary Grades, 1958, revised 1963.

A Guide to Scholarships and Financial Aid, 1954, revised 1959, revised 1963.

Handbook for High School Counselors, 1960, revised 1963.

Parent Folders (annually):
    High School Is a Job
    High School Should Be Fun
    High School Will Be Different

Plotting Your Program, 1960, revised annually.

Teen Tips, 1960.

What Next for the 8A Graduate?, annually.

Annual Summary of High School Graduates' Plans.

Annual Report of Scholarship Awards in Chicago Public Schools.

Annual Summary of Part-Time Work Survey.

Annual Report on Cooperative Work-Study Program.

APPENDIX II

GRADE LEVEL EMPHASES IN GUIDANCE SERVICES

Services and Activities	7th	8th	9th
Learning to Know Oneself	Discovering interests Appraising abilities and achievements	Appraising abilities and achievements Understanding individual differences Exploring personal characteristics	Understanding individual differences Appraising abilities and achievements
Learning about Opportunities	Getting acquainted with the school	Discovering educational opportunities Discovering vocational opportunities Getting acquainted with occupational and educational literature	Getting acquainted with the school Relating high school subjects to self-development and educational opportunities Learning about the world of work
Developing Habits and Relationships	Learning study habits and practicing skills Discovering attitudes and feelings in relation to others	Practicing good study habits and developing skills Exploring attitudes and feelings in relation to others	Learning to become an effective student Learning about relationships with other people
Making and Carrying Out Plans	Appraising the present Planning for the future Learning to plan use of time	Making plans for high school Exploring long-range plans	Planning one's high school program Projecting post-high school plans

GRADE LEVEL EMPHASES IN GUIDANCE SERVICES

10th	11th	12th
Evaluating progress Exploring interests Assessing personal characteristics	Reappraising ability and achievement Evaluating school and personal progress Understanding behavior	Evaluating progress Engaging in try-out activities Appraising oneself as an individual
Getting educational and occupational information Learning about high school courses Exploring social and community interests	Planning and participating in career and educational conferences and interviews Learning about colleges and scholarships Studying preferred fields Participating in social and community activities	Planning and participating in career and educational conferences Securing information on colleges and scholarships Securing information about entry jobs
Increasing effectiveness as a student Becoming effective in relationships with other people	Becoming an effective student Developing responsible relationships with other people	Developing excellence in school work Developing responsible relationships with other people
Reviewing plans Developing post-high school plans	Studying implications of future education Learning about financing post-high school education Applying to colleges and institutions Learning about job opportunities	Reviewing plans Applying for and enrolling in colleges and specialized schools Applying for and accepting jobs Finding one's place in the community

APPENDIX III

INFORMATION FOR COUNSELORS

Counselor Qualifications[1]

I. High School Counselors

Because of the assignment of teachers to fill new counselor divisions, and retirement and promotion vacancies, it is necessary to add to the list of teachers interested in counselor assignments. The following requirements are necessary:

A. Regular high school certificate
B. Master's degree
C. 18 semester hours, at least 15 of which are at the graduate level distributed over the fields

   1. Principles and techniques of guidance
   2. Appraisal techniques
   3. Growth and development of the individual
   4. Principles and practices of counseling
   5. Occupational, educational, personal and social information
   6. Organization of guidance services
   7. Mental hygiene and/or personality dynamics
   8. Research in guidance

D. Assignment as a regularly appointed high school teacher with three years of experience and evidence of excellent or superior service

Teachers who believe they now meet the above requirements and are desirous of becoming counselors should write to the Department of Personnel. Complete transcripts should be on file in the Department of Personnel.

II. Upper Grade Counselors

With the opening of additional upper grade centers, it is desired to add to the list of teachers interested in counselor assignments. The following requirements are necessary:

A. Regular certificate for grades 3 to 8 or grades 7 to 12

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[1] The section on teacher qualifications is quoted directly from Personnel Bulletin No. 29, Department of Personnel, October 18, 1962.

B. Assignment as a regularly appointed teacher with three years of 7th and 8th grade experience and evidence of excellent or superior service

C. 15 semester hours of credit in the field of guidance (including 9 graduate hours) distributed over these areas:

1. Principles and techniques of guidance
2. Appraisal techniques
3. Growth and development of the individual
4. Principles and practices of counseling
5. Educational, occupational, and personal and social information
6. Organization of guidance services
7. Mental hygiene and/or personality dynamics
8. Research in guidance

Teachers who believe they now meet the above requirements and are desirous of becoming counselors should write to the Department of Personnel. Complete transcripts should be on file in the Department of Personnel.

Professional Organizations for Counselors

The American Personnel and Guidance Association (APGA) is the national professional association for those who are engaged in guidance and personnel work. Membership in APGA is dependent upon acceptance for membership in a division. Publication: The Personnel and Guidance Journal.

There are six divisions of APGA, two of which, the National Vocational Guidance Association and the American School Counselor Association, are of interest to high school counselors.

The National Vocational Guidance Association (NVGA) is the oldest personnel and guidance association, formed in 1913. It joined with other personnel groups to form a council which in 1952 became the American Personnel and Guidance Association and NVGA became one of its divisions. Today NVGA remains the largest division and the only one of a service nature cutting across other divisions in interest and information. Membership includes persons in public and private schools, colleges, government, private agencies, and business and industry, who are actively engaged in vocational and educational counseling and student personnel work. Publication: Vocational Guidance Quarterly.

The American School Counselor Association (ASCA) includes guidance and personnel workers in elementary and secondary schools and others who are in positions to improve guidance services and student personnel work. Publication: The School Counselor.

The Illinois Guidance and Personnel Association (IGPA) consists of Illinois guidance and personnel workers. It holds an annual conference in October and publishes a newsletter.

The Chicago Guidance and Personnel Association (CGPA) consists of personnel workers from schools and industry. It holds monthly dinner meetings during the school year and is a branch of NVGA.

APPENDIX IV

EMPLOYMENT AND AGE CERTIFICATES

Employment Certificates for Chicago Residents 14 or 15 years of Age

Employment certificates - so-called work permits - for after school or vacation employment are issued, on request, to young people 14 years of age and not yet 16 who apply in person at the Bureau of Pupil Personnel Services, 228 North LaSalle Street, Room 605. The following papers are required.

I. Employer's Statement of Intention to Employ

The letter must be on letterhead paper of employer and must state the type of work. Exact hours of work (starting and quitting time) must be stated. (Example: 9:00 a.m. to 4:00 p.m. - employment not permitted before 7:00 a.m. or after 7:00 p.m.). Letter must be signed by employer or agent, and the address of place of employment must be given.

II. Proof of Age

Application must present a birth certificate issued by city, county, state, or hospital

OR

written proof by a registrar of vital statistics that the birth was not recorded, in addition to a combination of two of the following:

Baptismal record
Insurance policy (several years old)
Elementary school record
Passport
Bible record

If applicant's name on employer's letter differs from that shown on birth certificate, there must be an affidavit by parent or guardian, or other documentary proof of age.

III. Parental and School Approval

Applicant must present a written statement that the parent approves the employment of the young person for the particular job.

If school is in session, the young person must present a statement showing approval of application for work after school and Saturday which is signed by school principal. (This is not required for vacation employment.)

The applicant must bring these papers in person. A physical examination is given before the certificate is issued. In order to provide time for processing, applicants should arrive not later than 4:00 p.m. on week-days. The office is not open on Saturday. There is no charge for the examination or for the certificate.

Certificates of Age for Chicago Residents 16 to 20 Years of Age

Age certificates - sometimes called work permits - may be requested by employers who desire the Department of Labor to certify the age of the prospective part-time or full-time employee. The issuance of age certificates is delegated by the Department of Labor to the superintendent of schools. Applicant must present the following papers in order to secure a certificate of age.

I. Employer's Statement of Intention to Employ

The letterhead paper of employer should be used.
The type of work should be indicated.
The letter should be signed by employer or agent.

II. Proof of Age

Applicant must present a birth certificate issued by city, county, state, or hospital

OR

written proof by a registrar of vital statistics that the birth was not recorded and a combination of two of the following:

Baptismal record
Elementary school record
Insurance policy (several years old)
Passport
Bible record

If applicant's name on employer's letter differs from that shown on birth certificate, there must be an affidavit by parent or guardian or other documentary proof indicating that the two names belong to the same person.

The applicant must personally bring the pertinent papers to the appropriate office as described below.

I. Counselor's office in a Chicago public high school

The applicant who is currently attending the school

The applicant, 17 years of age or over, who left a Chicago public high school after February 1 and is applying for an age certificate prior to the following Thanksgiving Day

The applicant, 17 years of age or over, who left a Chicago public high school during a September to February semester and is applying for an age certificate after Thanksgiving Day of the semester in which he left school

II. Counselor's office in continuation school

The applicant who is 16 years of age and was transferred to continuation school

III. The Bureau of Pupil Personnel Services, Room 605, 228 North LaSalle Street

The applicant who is a Chicago resident and who does not belong in either of the first two groups.

The age certificate is signed by the applicant in the presence of the issuing officer and the original is given to the applicant for delivery to the employer. Any erasure voids the certificate.

Instructions for Counselors in Filling Out the Certificate of Age

The following are items describing the accepted method for filling out the certificate of age; the paragraph numbers refer to line numbers on the certificate. For identification, the name of the issuing school should be stamped on the blank space on the reverse side of the certificate copies.

1. Type or print the student's name - last name first, comma, then the first name. If birth certificates or other documents show a different spelling, such spelling should be placed on the certificate of age above the other name. If the name on the birth certificate is different, a notarized affidavit signed by the parent is required.

2. Indicate male or female by the letters M or F .

3. Omit color.

4. Figure age in years and months from date of birth to date of certificate issuance. Count only completed months.

5. Check evidence of age carefully.

6. Enter date of birth accurately; spell the month and do not use numbers such as 5/22/62.

7. Indicate either town or county (not both) with the state.

8. Indicate name of parent or guardian. The address need not be given if it is the same as that of the applicant.

9. Industry may be omitted, but occupation should be recorded.

10. Be sure that the student uses sufficient pressure in signing so that all three copies are clear. The signature should be the same as the name which appears on the first line.

11. The applicant's address should be in Chicago; otherwise the certificate should be issued by the superintendent of schools (city or county) where the applicant resides. Cook County residents, other than those of Chicago, are referred to the Cook County Superintendent, 1 North Wacker Drive, Room 200, Chicago, Illinois.

12. Benjamin C. Willis should be handwritten with the initials of the issuing counselor appearing below.

13. Fill in the title as "General Superintendent" (Gen. Supt.).

14. Indicate the address of the issuing office, 228 North LaSalle Street, Chicago 1.

General Instructions

The name of the school should appear on the back of all three copies of the certificate.

A-S for "after school," F-T for "full time" or V-O for "vacation only" should be entered on the certificate of age in the open space beside the words "evidence of age."

A student who is 16 years of age and not yet 17 at the time of leaving school obtains his certificate from the continuation school to which he is assigned.

The following numbered items refer to those of the same number under "Evidence of Age."

1. The birth certificate is the best evidence and it should be required, if it is at all possible for the applicant to secure it within a reasonable length of time. Most people may secure a birth certificate from three sources - city record, county record, state record. For those born in Cook County, a birth certificate may be obtained from the County Clerk at 130 North Wells Street for $1.00. For those legally admitted to the United States from another country, the green immigration card or naturalization certificate may be accepted in lieu of a birth certificate.

   City birth certificate is issued by the Bureau of Vital Statistics of the city where the minor was born.

County birth certificate is issued by the clerk of the county where the minor was born.

State birth certificate is issued by the Department of Public Health of the state in which the minor was born. A list of state issuing offices may be secured from the Bureau of Pupil Personnel Services.

The type of birth certificate is indicated (1,2,3,4) as a prefix to the number of the certificate which is entered on the line to the right of the words "Birth certificate or transcript thereof." The prefix 1 is used for certificates issued by cities, 2 for those issued by counties, and 3 for those issued by states. Hospital certificates are given the number 4 as a prefix with the name of the hospital included. This certificate must show the first name of the child; "baby" is not sufficient.

2. Other evidences of age may be accepted in the order that they appear on the certificate form, but only after it is established by written evidence from the proper Bureau of Vital Statistics that the birth record is not on file. Two of these secondary evidences should be required, but only one need be cited on the age certificate.

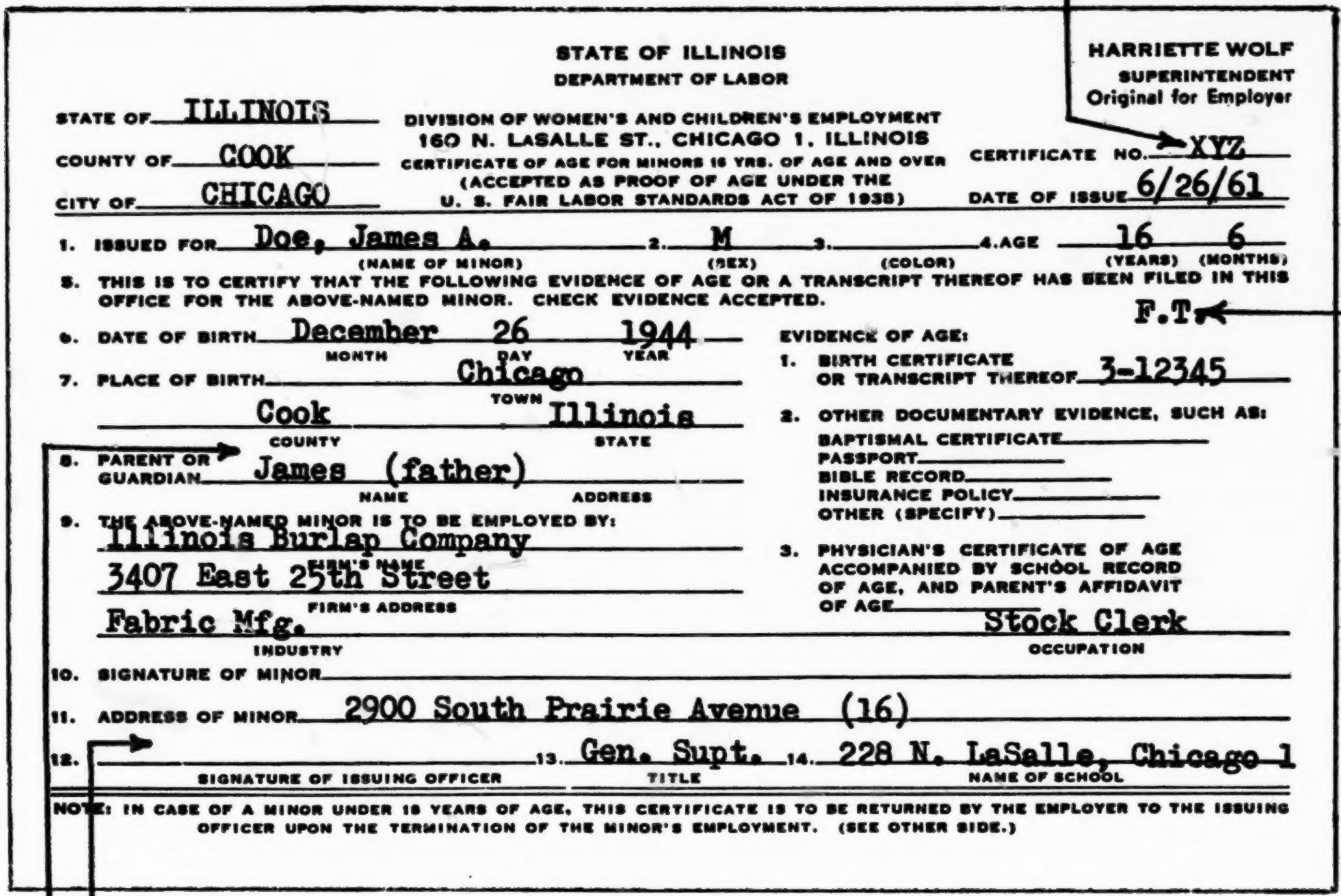
3. As a last resort, the counselor may refer a student to the Employment Certificate Office of the Bureau of Pupil Personnel Services where a physical examination may be given to determine age. A statement of date of birth as it appears in the school record and a statement from a parent should accompany the student.

The original copy of the age certificate should be given to the applicant who presents it to his employer. The second and third copies should be mailed to the Certificating Office each Friday.

In issuing certificates of age, it should always be kept in mind that they are a product of the schools. They should be kept neat and should be written on a typewriter, if possible, or with a ball point pen. Fresh carbons should be used; when a pencil is used, it is best to place the certificate on a hard surface (not a desk blotter). Examine the carbons and make sure that both of them are legible. At the end of the week, the carbon copies should be given to the chairman of the guidance department who will send them on Friday to the Certificating Office, Chicago Board of Education, Room 605, 228 North LaSalle Street, Chicago 1, Illinois.

The following is an example of a certificate of age that has been completed correctly.

Initials of Counselor



STATE OF ILLINOIS
DEPARTMENT OF LABOR
DIVISION OF WOMEN'S AND CHILDREN'S EMPLOYMENT
160 N. LASALLE ST., CHICAGO 1, ILLINOIS
CERTIFICATE OF AGE FOR MINORS 16 YRS. OF AGE AND OVER
(ACCEPTED AS PROOF OF AGE UNDER THE U. S. FAIR LABOR STANDARDS ACT OF 1938)

HARRIETTE WOLF
SUPERINTENDENT
Original for Employer

STATE OF ILLINOIS
COUNTY OF COOK
CITY OF CHICAGO

CERTIFICATE NO. XYZ
DATE OF ISSUE 6/26/61

1. ISSUED FOR Doe, James A. (NAME OF MINOR) 2. M (SEX) 3. ____ (COLOR) 4. AGE 16 (YEARS) 6 (MONTHS)
5. THIS IS TO CERTIFY THAT THE FOLLOWING EVIDENCE OF AGE OR A TRANSCRIPT THEREOF HAS BEEN FILED IN THIS OFFICE FOR THE ABOVE-NAMED MINOR. CHECK EVIDENCE ACCEPTED. F.T.
6. DATE OF BIRTH December (MONTH) 26 (DAY) 1944 (YEAR)
7. PLACE OF BIRTH Chicago (TOWN) Cook (COUNTY) Illinois (STATE)
8. PARENT OR GUARDIAN James (father) (NAME) ____ (ADDRESS)
9. THE ABOVE-NAMED MINOR IS TO BE EMPLOYED BY:
Illinois Burlap Company (FIRM'S NAME)
3407 East 25th Street (FIRM'S ADDRESS)
Fabric Mfg. (INDUSTRY)
Stock Clerk (OCCUPATION)

EVIDENCE OF AGE:
1. BIRTH CERTIFICATE OR TRANSCRIPT THEREOF 3-12345
2. OTHER DOCUMENTARY EVIDENCE, SUCH AS:
BAPTISMAL CERTIFICATE ____
PASSPORT ____
BIBLE RECORD ____
INSURANCE POLICY ____
OTHER (SPECIFY) ____
3. PHYSICIAN'S CERTIFICATE OF AGE ACCOMPANIED BY SCHOOL RECORD OF AGE, AND PARENT'S AFFIDAVIT OF AGE ____

10. SIGNATURE OF MINOR ____
11. ADDRESS OF MINOR 2900 South Prairie Avenue (16)
12. ____ (SIGNATURE OF ISSUING OFFICER) 13. Gen. Supt. (TITLE) 14. 228 N. LaSalle, Chicago 1 (NAME OF SCHOOL)

NOTE: IN CASE OF A MINOR UNDER 18 YEARS OF AGE, THIS CERTIFICATE IS TO BE RETURNED BY THE EMPLOYER TO THE ISSUING OFFICER UPON THE TERMINATION OF THE MINOR'S EMPLOYMENT. (SEE OTHER SIDE.)

F.T.
P.T.
or
V.O.

Signature of the General Superintendent plus initials of person acting in his behalf.

Include family name if different from name of applicant.

APPENDIX V

FORMS USED IN GUIDANCE

CAREER CONFERENCE[1]

Preparation For A Career Conference

Some preparation for the students' intelligent participation in the conference should be provided through discussion in group guidance classes, division rooms, or other class units. The following are typical questions students should have in mind. They may be mimeographed as a notation sheet.

1. What kind of schooling do I need to succeed in this field?
2. What talents and interests are necessary?
3. What is a typical day on the job?
4. What are the usual working conditions for this vocation?
5. Is the work steady or seasonal? Is it hazardous?
6. What will the employer expect of me?
7. How do I get started in this line of work?
8. What else do I want to know?

---

[1] These generalized suggestions are adapted from materials developed by several Chicago public high schools.

Questionnaire

Career Conference

Name ____________ Division ____________ Division Teacher ________

A career conference is to be held at __________ High School on ____________. If you wish to take advantage of the opportunity to participate in discussions on careers, indicate your first, second, and third choices among the following. If the career of your choice is not on this list, add it on the bottom. Every effort will be made to assign you to the group in which you are most interested.

____Accounting
____Advertising
____Agriculture
____Architecture
____Army - WACS
____Navy - WAVES
____Marines
____Coast Guard
____Air Force
____Commercial Art
____Interior Decoration
____Athletics - Professional
____Aviation - Pilot
____Aviation - Stewardess
____Aviation - Mechanic
____Banking
____Barber
____Beauty Culture
____Civil Service
____Business Machines Operator (Compt. IBM)
____Filing and General Office
____Stenography
____Communications - Telephone and Telegraph
____Drafting
____Engineering - Aeronautical and Space
____Engineering - Chemical and Atomic
____Engineering - Electrical
____Engineering - Industrial
____Engineering - Civil
____F. B. I.
____Fireman
____Foreign Service Diplomacy
____Forestry
____Government Service
____Home Economics - Foods, Dietetics
____Home Economics - Dress Design or Fashion Coordination
____Insurance
____Journalism
____Law
____Library Science
____Medicine - General Practice
____Dentistry
____Nursing
____Occupational Therapy
____Physical Therapy
____Public Health
____Medical Technician
____Laboratory and X-Ray Technician
____Dental Technician
____Pharmacy
____Mortician
____Modeling
____Music - Instrumental
____Music - Vocal
____Optometry
____Photography
____Policeman - Detective
____Politics
____Public Relations
____Radio and Television Performer
____Radio and Television Technician
____Religious Work
____Sales - Retail
____Sales - Wholesale Merchandise
____Sales - Real Estate
____Science - Scientist, Biologist, Physicist, Mathematician
____Social Work
____Skilled Trades - Automotive
____Skilled Trades - Carpentry
____Skilled Trades - Construction
____Skilled Trades - Printing
____Skilled Trades - Plumbing
____Skilled Trades - Tool and Die, Machinist
____Teaching - Kindergarten
____Teaching - Elementary School
____Teaching - High School
____Teaching - College
____Teaching - Handicapped
____Transportation - Boat
____Transportation - Plane
____Transportation - Railroad
____Transportation - Truck and Bus

Application for Career Day Aide

Career Day

I wish to apply for a position as a career day aide.

I understand that the position requires a number of hours of work on my part prior to Career Day

I am interested in the following careers:

1.______________________________ 2.______________________

Signed ______________________

Division Teacher's Signature ______________________

- -

Instructions for Career Day Aides

Career Day

1. Report to Room _____ at 8:00 a.m.
2. Get all materials from the chief aide and assistant aide.
3. Collect the tickets at the door and from students who are already seated.
4. Check the attendance.
5. Record the number of questions asked and take notes.
6. Escort the consultant to Room _____ for a coffee break.
7. Report to the library at the close of your assignment, bringing attendance list and cards.
8. Complete the summary sheet and return all materials to the chief aide.
9. Remain in the library until the chief aide and assistant aide dismiss you.

Instructions for Students

Career Conference

Students:

These two tickets will admit you to two career conferences second and third periods on Tuesday, March 14.

Hand the tickets to the career day aides as you enter the conferences. Attendance will be taken. If a student does not attend the conference for which he is scheduled, his absence will be treated as a class cut.

In the event your tickets are lost, come to Room ____ either Tuesday or Wednesday morning, where new tickets will be issued to you.

Students who do not wish to attend career conferences must report to study in the lunchroom. Attendance will be taken.

Please make this a valuable day for you and our guests.

Be prompt.
Be friendly.
Be courteous.
Do not hesitate to ask questions.

____
Counselor

- -

Ticket

Career Conference

Name______________________________________ Division No.________

Division Teacher____

First Choice of Career Conference_______________________________

Period________________________ Room____________________________

- -

Ticket

Career Conference

Name________________________________ Division No.____

Division Teacher________________________________

Second Choice of Career Conference________________________

Period ____________________ Room________________________

- -

Instructions for Moderators

Career Day

Date

TEACHER ____

Would you please introduce the speaker, help the student host or hostess collect the tickets, and keep order at the career conferences second and third periods.

Please fill out the blank below and return to Room __________ today.

Thank you!

____
Counselor

- -

Teacher Evaluation Sheet

Career Day

Date

Names of Career Conferences Attended ________________________

Give your evaluation of these conferences by checking one of the spaces below:

Very helpful__________ Satisfactory ____________

Unsatisfactory________

Comments:

Signed______________

Student Evaluation Sheet

Career Conference

Date

Name ________________________________ Division No. _______

Division Teacher ________________________

Second Period

Name of Career Conference ____________________

Give your opinion of this conference by checking one of the following spaces:

Very helpful ____ Satisfactory ____ Unsatisfactory _____

Reasons for your answer:

Third Period

Name of Career Conference ____________________

Give your opinion of this conference by checking one of the following spaces:

Very helpful ____ Satisfactory ____ Unsatisfactory _____

Reasons for your answer:

What additional information would you like to have?

INDUSTRIAL CONFERENCE

Careers Questionnaire[2]

1. What kind of work do you want to do to earn a living?

2. Would you like to do this work:

    a. in a hospital?
    b. in government service?
    c. in agriculture?
    d. in the food industry?
    e. in merchandising?
    f. in construction work?
    g. in transportation?
    h. in banking or insurance?
    i. in a factory?
    j. other?

3. What kind of a person has this kind of job? Is it a person who:

    a. is good at figures?
    b. likes to be helpful to people?
    c. is good at work with tools?
    d. is good at talking?
    e. is good at reading and study?

4. How much do you expect to be making each month ten years after you leave school?

    a. $200 ____ b. $400 ____ c. $500 ____ d. $800 ____

5. Have you talked with anyone in the last few months about the kind of a job for which you want to prepare? ____________

    If so, with whom did you talk?

    a. Father ____
    b. Mother ____
    c. Sister ____
    d. Brother ____
    e. Older friend ____
    f. Older relative ____
    g. Friend (own age) ____
    h. Teacher ____

6. Have you read anything in the last year that helped you to plan what you would like to do in the future? __________
    If so, what was it? ______________

7. Do you plan to graduate from high school? __________
    Do you plan to go to college? ____________

8. What do you do well?

    a. Talking ____
    b. Working with tools ____
    c. Being helpful to people ____
    d. Reading and studying ____
    e. Working with figures ____

9. Name ____ Grade ______

---

[2] This questionnaire adapted from a form devised by the Bureau of Pupil Personnel Services.

Suggestions to Teachers for Use of Careers Questionnaire[3]

Before giving out the Careers Questionnaire, please discuss with your class the types of occupations to be listed under each category. Suggested possibilities follow:

Banker
Beauty Operator
Carpenter
Chef
Chemist
Diplomat
Doctor
Electrician
Engineer
Fireman
Gas Station Attendant
Grocery Clerk
Lawyer
Maintenance Man
Mechanic
Nurse
Pilot
Plasterer
Plumber
Policeman
Salesman
Social Worker
Stewardess
Stockman
Teacher
Truck Driver
(Bus, or other)
Waitress

Discuss with your group what specific types of employment might be included in the industries listed below.

Health Services
(Nursing, medicine, dentistry, medical technology, medical library)

Government Services
(Schools, fire and police protection, armed forces, maintenance - street cleaning, diplomatic service)

Agriculture
(Farmer, county agent)

Foods
(Restaurants, grocery stores, canning companies)

Merchandising
(Advertising, purchasing, stores)

Construction
(Buildings, roads, bridges)

Transportation
(Truck, train, plane, bus, automobile)

Banking or Insurance
(Loans, investments)

Factory
(Steel mill, shoe, etc.)

---

[3] These suggestions were adapted from materials developed in several Chicago public elementary schools and upper grade centers.

Suggestions for Career Speakers[4]

This statement is assembled as a possible means to help the career speaker in organizing his talk. It includes some general suggestions as well as specific points which probably should be covered in a discussion of this kind. The speaker should, however, feel free to organize his discussion in any way he thinks best and to use these suggestions in accordance with the situation at hand.

* * * *

General Suggestions

The purpose of the talk should be to provide students with information about occupations in the speaker's field of work. Such facts should be presented with no view in mind to "sell" the occupation or to express undue optimism or pessimism. The "keep-your-shoes-shined, hair-combed, fingernails-clean" approach is very often emphasized at the expense of presenting some of the more fundamental facts which distinguish the field.

The age, maturity, and experience of those in the audience should be considered. It should be remembered that students of seventh and eighth grade age are not ready for a severely professional or extremely technical presentation. Although talks should not be immature or childish, they should be on a somewhat lower level than those to older pupils. However, it is wise to get an advance complexion of the audience with respect to age, interest, and other characteristics. The person in charge can usually provide this information.

A statement from the career speaker indicating the need for further student inquiry and self-appraisal and emphasizing the importance of their success in school as a first step will provide a real contribution.

A separate period of about fifteen minutes for questions and discussion will be scheduled to follow the presentation.

Suggested Topics for Career Talks

A description of the work in the field of the speaker is essential, so that a person who knows nothing about it will get a fairly clear picture of it.

The importance of the field should be an integral part of the talk. Just what part does this field play in providing what people need? Is this importance likely to increase or decrease, and is it of a seasonal nature?

The preparation required for the field should be outlined. What kind of education do the occupations demand on an elementary, high school, vocational school, or college level? Has this demand been changing in the past years, and is it likely to change in the future? What school subjects are basically important for occupations in the field? Is an apprenticeship or its equivalent necessary? If requirements are met, what "stepping stones" can be expected.

---

[4] These suggestions were adapted from materials developed in several Chicago public elementary schools and upper grade centers.

The special personality traits which are basic in order to achieve a degree of success in this field should be listed.

Rewards in the field should be reviewed. Such items as average yearly income, method of payment, average wages per hour, opportunity for savings, beginning wage, the income level, comparative income with other fields, old age pension opportunities, and age deadline are all considered important from the standpoint of an occupational analysis.

Favorable and unfavorable features of the field should be analyzed. It is well at this point to face squarely both the routines and the extremes of the field. Are there elements of the work which make it extremely interesting or stimulating for the average person and, on the other hand, are there some which make the work difficult, hazardous, uncertain, or insecure? Young people should face these facts now so that they will not be disillusioned later.

Opportunities in the field should be surveyed. To what extent is Chicago a center for this field? Is it likely that a person following this work may have to leave Chicago to find greater opportunities? Where can further information be obtained for the young person who is particularly interested?

The preceding outline of procedure is provided in skeleton form only that the speaker may know what is considered important from the school point of view.

COLLEGE DAY[5]

College Day Questionnaire

NAME____ DIVISION__________

On College Day I would like to have an interview with the representatives of the following schools:

1. ____
2. ____
3. ____

I have no choice of a particular school, but I would like to speak with the representatives of the following types of colleges or universities:

1. Junior college ______	4. Engineering school _______
2. Small school ______	5. Women's college _______
3. Large school ______	6. Men's college _______

I am interested in the following fields:

Agriculture____________	Journalism____________
Art____________	Medicine____________
Business Administration___	Music____________
Commerce____________	Nursing____________
Dentistry____________	Science____________
Engineering____________	Teaching____________
	Other____________

- -

College Conference Pass

Please pass ________________________________ of Division ______ to

interview college representatives on College Day during the ____period.

---

[5] These generalized suggestions are adapted from materials developed by several Chicago public high schools.

Student's Work Sheet

College Day

Name of University ____________________ Location ____________________

Enrollment at Present ________________ Distance from Chicago ________

Co-educational: Yes _____ No _____

Tuition ____________ Room and Board ____________ Total ____________

College Boards Required (SAT): Yes ____ No ____ Mean Score Verbal ____

Achievement Test Required: Yes ____ No ____

ACT Test Required: Yes ____ No ____

Date for Application ______ Early Admission Application Due ______ Early Decision Application Due ______

Information Regarding Advanced Placement Tests ____

____

Work-Study Program: Yes _____ No _____

Employment Program (part-time): Yes _____ No _____

Where to Apply for Housing ____

School Loan Program: Yes _____ No _____ How to Apply ________________

____

Government Loan Program: Yes _____ No _____ How to Apply ____________

____

Scholarship Information ____

____

____

How to Apply ________________________________

____

For Further Information Write to: Director of Admission

____

____

Invitation to College Representative

College Conference

Date

__________________________Name
Director of Admissions
__________________________College
__________________________Address

Dear ____________________:

Our College Conference is to be held on Thursday evening, November 9, from 7:15 to 9:30 p.m. in the ________________________High School located at ___________________________ Chicago, Illinois. Could a representative from your college be with us on this evening?

The senior students and their parents have been invited to attend the conference. The evening will be divided into three periods so that the students may have an opportunity to participate in three college sessions.

A guide will meet your representative at the main entrance of the high school at seven o'clock and escort him to the assembly room where all the college counselors will meet briefly before the first session.

We are looking forward to meeting the representative of _____________ College. Will you please send us his name so we can list it in our program. We are enclosing a list of topics of interest to our parents and students.

Sincerely,

____
Counselor

Instructions to College Representatives

College Conference

Date

The parents and students would like the following topics discussed:

__________ SIGNIFICANT CHARACTERISTICS OF THE COLLEGE

__________ ADMISSION POLICY AND REQUIREMENTS

__________ PROGRAMS OF STUDY

__________ HOUSING

__________ EXPENSES

__________ JOB OPPORTUNITIES

__________ SCHOLARSHIPS AND LOANS

__________ TIME, LOCATION, AND PROCEDURE FOR APPLICATIONS

__________ WHEN AND WHERE AND HOW TO APPLY

Please allow some time for questions from the parents and students.

The college conference should end by 9:45 p.m.

We hope that you will come to Room 111 after the conference.

Thank you,

____
Counselor

Chicago Public Schools
Cooperative Work-Study Program

Re: Rating Sheets

Time Schedule for the Semester from September 1961 to February 1962

Rating Periods	September 5 to September 29	4 school weeks
	October 2 to November 3	5 school weeks
	November 6 to December 8	5 school weeks
	December 11 to January 12	4 school weeks

September 28 and 29 November 2 and 3 December 7 and 8 January 11 and 12	Counselors visit the firms for which they are coordinators. When a company has students from one school only, the school counselor is automatically considered the coordinator. Coordinators should discuss with the employer such items as student progress, educational experiences, training areas, and ways in which the school can aid in developing attitudes or reducing shortcomings. Rating sheets for the marking period and a self-addressed envelope should be left with the company supervisor at the time of the visit.
October 2 or 3 November 6 or 7 December 11 or 12 January 15	Employer mails rating sheets to coordinator, or coordinator visits and gets them.
October 6 November 9 December 15 January 18	Coordinator mails rating sheets to counselors of other schools.
October 10 November 14 December 19 January 19	Rating sheets are evaluated by counselors in terms of our grading system.
6th week 11th week 16th week 20th week	Grades are placed in course books by counselors according to school routine. In the conference with work-study students, items should be discussed which will result in improving weaknesses or encouraging growth.
6th week 11th week 16th week	Counselors inform appropriate teachers regarding comments that employers make on the rating sheets of students.

Chicago Public Schools
Cooperative Work-Study Program Rating Sheet

____________________School

Employer Report on Student Worker

____________________ Student's Name	____________________ Department or Job Title	____________________ Work Period Reported

QUALITY OF WORK	QUANTITY OF WORK	DEPENDABILITY
Excellent	Beyond Expectation	Unusually Dependable
High	Above Average	Very Satisfactory
Ordinary or Average	In the Required Amount	Sufficiently Regular
Low	Below Average	More to be Desired
Poor	At an Unsatisfactory Level	Deficient

Number of days absent during report period ______________

Punctuality: Good Fair Poor

Improvements needed by the student-worker which the school can help him achieve.

____

____

____

This rating sheet should be
given to the school representative
designated for your firm.

____
Signature of Rater

____
Company

____
Company Work-Study Supervisor

CHICAGO PUBLIC SCHOOLS COOPERATIVE WORK-STUDY AGREEMENT

Cooperating Company	
Company Address	agrees to employ
Student	
Student's Address	a ______________ student attending high school grade ex.: 4B, or 4A
High School	as a student trainee

in the cooperative work-study program conducted jointly by the high school and the cooperating company in conjunction with a work - experience program recommended and approved by the Chicago Board of Education.

The employer will provide training and on-the-job supervision, and will, with the school, assist the student in developing appropriate attitudes and skills.

The student will endeavor to become proficient in the various skills and tasks provided by the employer throughout the semester.

The school will assume responsibility for the coordination of the program, will emphasize subject matter beneficial to the work assigned, will aid employer and student in the solution of problems which result from the work-study plan, and will arrange a time schedule which will permit the student to comply with the approved work period.

The parent will cooperate with the employer, the school and the student in promoting the aims and principles which are part of the cooperative work-study program.

Signature of student	Signature of parent or guardian
Signature of principal or counselor	
Signature of employer	
Training period to	Date of final signature

Some basic principles of the program

1. The course of training is designed to run for one semester, with a minimum of 15 hours a week required for work-experience (300 hours per semester).
2. The cooperative work-study program is one of education and training and not a part-time work program in the ordinary sense.
3. One credit will be granted by the school for the satisfactory completion of a semester of work-experience.
4. The school counselor and the employer acting together will have the authority to withdraw the student at any time in case of failure to carry out the purpose of the training plan, and in this event, all parties concerned will be promptly notified.
5. The wage paid the student-trainee should not be less than the prevailing rate for part-time workers in the locality.
6. The student-trainee will be regarded as an employee of the company in matters of social security, labor laws, health protection services and additional considerations given part-time employees.
7. Periodic ratings based on performance and attitude factors will be made by the employer and reported to the school counselor who serves as the program coordinator.

Work Internship Agreement

School ______________________________ CHICAGO BOARD OF EDUCATION

__________________________, __________________________, agrees
Co-operating Company Address

to employ ________________________, ______________________,
Student Student's Address

attending ____________________________ School.

The parent will co-operate with the employer, the school, and the student.

The employer will employ the student for a minimum of _____ per
Hours
week for the present semester ending ____________. __________ credit
Date
will be granted by the school for completion of the semester's work.

The school counselor and the employer acting together will have the authority to withdraw the student at any time in case of failure. In this event all parties concerned will be promptly notified.

Periodic ratings based on performance and attitude will be made by the employer and reported to the school counselor.

____
Signature of Student

____
Signature of Parent

____
Signature of Employer

____
Signature of Counselor

____
Date

APPENDIX VI

STANDARDS FOR USE IN PREPARING AND EVALUATING OCCUPATIONAL LITERATURE[1]

Since 1924 a group of members of the National Vocational Guidance Association (now known as the Occupational Research Division), has been concerned with improving the quality of books and monographs on occupations. Early efforts were made by May Rogers Lane. Results of her work were published in 1926 under the title "The Content, Volume, and Uses of Occupational Studies."...

In 1938, the National Occupational Conference subsidized three evaluations of publications to which it had contributed financial support. One of these, "A Study of Techniques for Evaluating Occupational Literature" by W. W. Charters, was presented in mimeographed form to the larger university libraries. In 1939 the Occupational Research Division set up criteria for judging occupational monographs and gave them the title "Distinguishing Marks of a Good Occupational Monograph."

The "Basic Outline" and the "Distinguishing Marks," reprinted separately and distributed by NVGA, have been widely used. The former has served as a guide to writers of books and pamphlets; the latter, intended to be used as a tool for evaluating occupational literature, has focused attention on standards that should be maintained ....

Warning should be given that the section entitled "Contents" is not intended to be regarded as a schedule or questionnaire to be used in analyzing an occupation. It is intended rather to serve as a check-list which one can use to insure that a given publication contains the information deemed necessary. In case the compiler of a book or pamphlet omits any topic appropriate to the occupation, he should probably explain why it was omitted.

The items appearing under the other main topics of this report cover mode of presentation, format, and reporting of methods by which the contents were gathered.

CONTENTS

I. History of the occupation

II. Importance of the occupation and its relation to society

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[1] This material was prepared by the Publications Committee of the Occupational Research Division of the National Vocational Guidance Association and is reprinted with the permission of the National Vocational Guidance Association.

III. Duties

A. Definition of occupation

1. As determined by an official organization such as a union, trade, or professional association

2. As given in the law; for example, licensing legislation for barbers, undertakers, and architects

3. Carefully formulated definition acceptable to those in the occupation

4. As defined in the Dictionary of Occupational Titles, Revised Edition, United States Employment Service, Superintendent of Documents, Washington 25, D.C., 1949.

   Specific job definitions may be found in Volume I of the Dictionary of Occupational Titles. These job definitions may not necessarily reflect the scope of the subject occupation. Volume II or Part IV of the Dictionary, however, will aid in determining the specific jobs embraced by the occupation. In such cases, job definition from Volume I will serve as source data for the preparation of a composite definition for such occupation

B. Nature of the work

1. Divisions of the work

2. Specific tasks performed by workers

3. Other occupations with which this work may be combined

4. Tools, machines, and materials used in the performance of the work

IV. Number of workers engaged in occupation, (Give source, date and area covered by figures used)

A. Present number

1. Total number engaged in occupation

2. Total males, under 18; over 18

3. Total females under 18; over 18

B. Distribution

1. Geographical distribution; numbers in specific areas, states, and regions

2. Number of workers from special population segments, as broken down in the United States Census

C. Trends and outlook

1. Increase or decrease in number of workers

2. Increase or decrease in number of workers in relation to population and other occupations

3. Oversupply or undersupply of workers

a. Reasons
b. Centers of this maldistribution

4. Trends affecting large numbers of workers

a. Short-term fluctuations
b. Long-term trends
c. Annual number needed to replace those dropping out

V. Qualifications

A. Age

1. Age range, if any, required for entrance

2. Age range, if any, required for retirement

3. Age qualifications preferred by employers

B. Sex

C. Special physical, mental, social, and personal qualifications, excluding those obviously necessary for success in all types of work

D. Special skills essential to performance on the job

E. Special tools or equipment essential for the performance of the job which must be supplied by the worker

F. Scores on tests for employment or selection

G. Legislation affecting occupation

  1. Laws regulating occupation

  2. Requirements for license or certificate

VI. Preparation

A. General education

  1. Necessary for successful performance of duties

  2. Desirable for successful performance of duties

    a. Amount
    b. Special courses of value

B. Special training, including probable cost of training

  1. Necessary. The minimum special training for successful performance of duties

  2. Desirable

  3. Special courses of value

  4. Additional training recommended for advancement

  5. Training centers

    a. Schools offering special training for this occupation
       List of accredited, approved, or recommended schools with names of accrediting agencies, if any
    b. Training on the job, such as apprenticeship system, classes in the plant, in-service training for veterans, etc.
    c. Other types of training

C. Experience

  1. Minimum necessary to enter occupation

  2. Related experience in other occupations

  3. Experience desirable for entrance

    a. Type
    b. Amount

VII. Methods of entering
  A. Public employment services
  B. Special employment agencies
  C. Civil Service examination
  D. Apprenticeship
  E. License, certificate, etc.
  F. Other methods and channels

VIII. Time required to attain skill
  A. Special apprenticeship or union regulations
  B. Length of period of instruction on the job
  C. Length of time before median and maximum rates of pay are reached

IX. Advancement
  A. Lines of promotion; jobs from which and to which workers may be promoted
  B. Opportunity for advancement
    1. Difficulties or certainties of promotion
    2. Factors determining promotion
    3. Evidence, if any, of ratio between those in higher jobs and jobs described

X. Related occupations
  A. Occupations to which jobs may lead
  B. Occupations from which one may transfer

XI. Earnings
  A. Beginning wage range
  B. Wage range in which largest number of workers is found
  C. Maximum wage received by most highly skilled

D. Median and average salary, if available, and differences for sex and age groups

   1. Deductions

      a. Uniforms
      b. Equipment
      c. Others

   2. Supplements

      a. Housing
      b. Lunches or other meals
      c. Commissions
      d. Tips
      e. Bonus
      f. Overtime
      g. Others

E. Annual versus life earnings

F. Regulations

   1. National legislation

   2. Minimum wage laws

   3. Labor Board rulings

   4. Union regulations

G. Benefits

   1. Pensions

   2. Federal Old Age Security

   3. State Unemployment Insurance

   4. Other

H. Rewards and satisfaction other than monetary

XII. Conditions of work

A. Hours

   1. Daily

   2. Weekly

   3. Overtime; frequency

    4. Irregular hours of shifts

    5. Vacation, with or without pay

    6. Regulations

        a. State and federal legislation
        b. Labor board rulings
        c. Union regulations

B. Regularity of employment

    1. Reason for regularity or irregularity

    2. If irregular

        a. Normal periods
        b. Busy periods
        c. Dull periods
        d. Frequency of shutdowns of plant
        e. Cyclical unemployment

    3. Amount of irregularity

        a. Number of workers employed during various seasons
        b. Per cent of the force retained during dull periods
        c. Per cent of the force added as extra workers during busy periods

    4. Attempts to regularize employment

    5. Effect of seasonal employment on the worker

    6. Effect of cyclical employment

C. Health and accident hazards

    1. Special risks connected with the occupation and means of prevention

    2. State legislation, such as compensation for occupational diseases

    3. Mental health hazards

XIII. Organizations

A. Employees

1. Function, purpose, activities, and strength
When there are two or more unions, technical or professional organizations for workers, the size of membership of each and other evidence of relative strength should be given, if possible

2. Benefit funds, employment bureaus, or other services

B. Employers

Function, purpose, activities, and size

XIV. Typical places of employment. An electrician, for example, may find employment in an electrical repair shop, power house, maintenance department of factories using electrical machinery, with construction companies, or with a gas and electric company

XV. Advantages and disadvantages not otherwise enumerated

XVI. Supplementary information

A. Suggested readings: books, pamphlets, and articles

B. Trade and professional journals

C. Motion pictures, films, slides, and other visual aids

D. Other sources of information, such as State and Federal government departments, reports of United States Census, State Employment Service, United States Employment Services, Bureau of Labor Statistics, etc.

E. List of associations, firms, or individuals who may provide further information

In addition to the above outline, the paper presenting these standards for occupational literature also provides guide lines for evaluating the presentation of material and the standards for documentation, style, and format. Reprints of the entire article are available at 10¢ a copy from the National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington 9, D.C.

GUIDE LINES FOR THE INDUSTRIAL CAREERS BROCHURES[2]

An industrial careers brochure is a short account--pamphlet size--of major groups of occupations within an industry, typically concerned with explaining the job opportunities an industry offers. Although such brochures usually have as a goal recruitment or good public relations, they should satisfy certain vocational guidance needs....

Fundamental to the satisfaction of vocational guidance needs is the recognition that people are different--that by reason of different combinations of aptitudes, temperaments, interests, and physical capacities, as well as training and experience, some people are better suited for certain types of work than others. Suitability for a type of work is known to be a pre-condition for easier trainability and is believed to be associated with greater job satisfaction, productivity, and stability of employment. At the same time, it is necessary to recognize that suitability is not a fixed thing; it is dynamic, associated with growth, conditioned by the opportunities and training available in a person's environment, and especially by his early industrial experience. Thus, at the same time that a brochure describes an industry's specific work activities and their requirements, it should indicate the opportunities for growth of the individual in the sense of achievement, learning, and economic betterment....

Contents

The following outline lists the topics which should be covered in an industrial careers brochure to meet the vocational guidance needs of the groups described above. The brochure should include information on as many as possible of the topics listed. The emphasis and order of presentation may, however, be adapted to the circumstances of the industry and the purposes of the particular pamphlet.

In organizing the information, the ways in which job seekers and potential workers think about their training and abilities, preferences, and aspirations, need to be considered, since most job seekers and potential workers see themselves in more than one way, it may be necessary to give attention to several of the following points-of-view:

(a) Some job seekers tend to see themselves in relation to certain classes of occupations such as sales, transportation, repair and maintenance, or professional work.

(b) Some job seekers tend to see themselves in terms of what they have learned and liked best, such as mathematics, science, bookkeeping, English, languages, and woodworking. They want to know their range of vocational opportunity in these terms.

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[2] This material is excerpted from the Guide for the Preparation of Industrial Careers Brochures published by the National Vocational Guidance Association. The material presented is a direct quotation and is reprinted with the permission of the National Vocational Guidance Association.

(c) Some job seekers tend to see themselves in terms of their educational status and want to know what opportunities exist for male or female high school graduates, male or female college graduates, people with graduate degrees in special fields, technical school graduates, etc.

(d) Some job seekers see themselves in terms of their preferences for working with people, information and ideas, or things, and the kinds of situations they are best able to deal with, such as those involving variety or routine, outdoor or indoor work and strenuous or light work."

Good to Excellent:

1. The basic appeal to reader is young person oriented, that is, appeals are stated in terms of four types of identification stated above. Text treatment stresses the ways in which a youngster sees himself in terms of groups of jobs, school subjects and hobbies, educational attachments, and his personal preferences as they relate to things, data, and people, inside or outside.

2. Statements that stress self-development, growth and self-expression.

To be Avoided:

1. Job centered, industry-centered text.

2. Statements that glorify and promote an activity.

3. Statements that stress the worker's function in terms of the welfare of the industry.

OUTLINE

A. Preface

1. Purpose and uses of brochure
   (Specify nature of sponsoring organization).

   Good to excellent
   1. The purpose and use are clearly stated. e.g. "This booklet has been prepared as an aid to job applicants and vocational counselors. It tells the story of the Federal Government in Cleveland in terms of people and jobs."
   2. Specific indication of sponsoring organizations including where to write for further information.

   To be avoided
   1. The purpose and use is omitted in preface and stated in general or promotional terms.
   2. No indication of sponsoring organization.

2. Scope of information presented
   (Specify whether it is local or national. Locally oriented brochures are better able to supply specific, useful information).

   Good to excellent
   1. The brochure should state if it applies to particular locality or is national in scope or both.
   2. If the idustry is national in scope, it should describe geographical distribution of employment.

   To be avoided
   1. Brochure does not indicate the scope of the industry, whether local or national.

3. Date of information and of publication

   Good to excellent
   1. The date of publication is given.
   2. Up-to-dateness of information given.

   To be avoided
   1. No date is given.
   2. Up-to-dateness not indicated.

B. Industry characteristics and trends

1. The contribution of the industry to our economy--nature of its products and services.

   Good to excellent
   1. Should contain a realistic statement of relative importance of industry to our economy.

2. Should contain an informal description of nature and variety of products made or services performed, number and size (employment) of firms, geographical distribution of the industry (include information on state and city, if possible).

To be avoided

1. Unrealistic overstatement of importance of industry by including indirectly related jobs and services.
2. Avoid formal detailed industry definition.
3. Avoid detailed listing of products made.
4. Avoid census-type regional breakdowns.

2. Size of industry
   (Give figures on employment and, if desired, also on value of products or services).

   Good to excellent

   1. Give number of persons employed in industry and comparison to other well known industries.
   2. Include value of products or services in a meaningful and informal manner with comparisons with familiar industries.
   3. All figures should be derived from some reputable statistical source such as government research foundations, or university, and appear in statistical abstract or other such publication.

   To be avoided

   1. Detailed breakdown of value of products (Census type) without meaningful comparisons.
   2. No way of tracing figures to source.

3. Employment outlook
   a. Past trends in employment.
   b. Factors expected to affect future employment trends--such as diversification of products and technological developments--brief mention.
   c. Conclusions as to probable future trends in employment.
   d. Regularity of employment
   (Indicate if the field of work is subject to marked fluctuations in employment, either seasonally or cyclically, or if it offers unusually steady employment).

   Good to excellent

   1. In first paragraph, give a general and realistic statement as to the employment prospects in the industry (quantify, if possible and/or compare to some appropriate reference base such as manufacturing employment for specific industry with manufacturing as a whole, or to past growth of industry).
   2. Include statement as to appropriate annual opportunities created by deaths, retirements, or transfers to other fields of work.
   3. Differences in outlook by geographical area and for different occupations or occupational groups should be mentioned if known.

4. Discussion of past trends in employment should be concise and indicative of growth and decline.
5. Factors expected to affect future trends of employment should be evaluated (e.g. technological change such as automation, product changes, changing markets, competitive products or services, effect of defense expenditures, etc.).
6. Statement as to regularity of employment may include discussion of seasonality of industry or effects of changing business conditions.

To be avoided

1. Omission of coverage of any of the 6 points enumerated above.
2. Detailed economic type (year by year) discussions of:
   - a. past employment trends.
   - b. factors affecting future employment.
   - c. seasonality and cyclical employment changes.

C. Industry Occupations

1. Major groups of occupations
(Groups may be classified according to the place of the group in the production process and/or according to the ways in which the workers see themselves, as described above.)
   - a. Nature of work done by each group and how this is related to the production process. (Chart usually helpful here).
   - b. Numbers of men and of women workers employed in each group.

Good to excellent

1. The focus of this section should be clear including a good coverage of the whole industry as well as a more limited concern with those occupations relatively unique and/or common in the industry.
2. Occupations within the industry must be ordered and grouped in some systematic fashion as mentioned in contents (a through d) of brochure.

To be avoided

1. Disregard for systematic ordering of occupations and occupational groups.
2. Tabular listing of jobs with detailed information concerning qualifications, requirements and salary.

2. For each major occupational group separately:
   - a. Entry occupations
(Describe nature of work briefly).

Good to excellent

For the major occupational groups. Make clear where initial employment is not directly into a specific, commonly known job in the industry but into a preliminary entry pool. Describe work in this entry situation briefly.

To be avoided

Failure to indicate that career fields described have entry jobs not directly and clearly related to them.

b. Education and Training
   1. Amount of formal education, apprenticeship.
   2. Other training or experience required.
   3. Licensing requirements, if any.
   4. Personal characteristics required or desired.

   Good to excellent
      1. Information provided concerning special physical, social, mental and personal factors in addition to those necessary for performance.
      2. Special skills important to job performance.
      3. Mention of need for special equipment.
      4. Mention of laws regulating occupations.
      5. Preparation, general education, special training and costs.
      6. Training recommended for advancement.
      7. Location and costs of training institutions.
      8. Possible on-the-job training.
      9. Minimum experience necessary to enter.
      10. Indication of related experience.

   To be avoided

   General statements relating to alertness, youthfulness, and desire for advancement.

c. Entry Opportunities
   1. Scholarships available.
   2. Summer jobs.
   3. Formal training programs.

   Good to excellent

   Specific mention of the opportunities listed where available.

   To be avoided

   Not mentioning opportunities available particularly if special institutional, philanthropic, and similar institutions have made them available.

d. Lines of possible advancement

   Good to excellent

   For each major group of occupations give lines of progression beginning with entry job. This may be stated as a sequence of jobs using titles if the meaning of the titles can be easily related to work performed.

   To be avoided
      1. Lists of unusual titles.
      2. Giving only entry and top job with no understanding of possible lines of progression in between.

e. Employment trends and outlook

   (If different from that described for industry as a whole--brief treatment).

   Good to excellent

   If employment trends and outlook for major group is different from that described for industry as a whole, give outlook and trends for particular group pertaining to standards outlined in B3.

   To be avoided

   Failure to provide specific outlook information if it is different from industry as a whole.

f. Earnings

(Include entrance rates, average earnings, and usual top salary, if possible. Be sure to date information and indicate its scope).

Good to excellent

1. Provided in text or supplement for major specific occupational categories.
2. Annual and weekly salaries after a specified number of years (in place of top salaries where suitable). Note variability by giving ranges, if appropriate.

To be avoided

1. Generalized statements comparing with "going rates" or other industries (such statements as "better paid than agerage").
2. No figures at all.
3. Complicated references and tables.

g. Working conditions

(May be discussed in a general section relating to the industry as a whole, if conditions do not vary among occupational groups).

1. Working environment--types of plants, accessibility, eating facilities, hazards, etc.

Good to excellent

1. Working conditions should be related the way in which jobs are categorized for the industry.
2. Include mention of conditions as it is related to specific aspects of the working environments, i.e., equipment, ventilation, noise level, strenuousness, fumes and odors, lighting, hazards, etc.
3. Mention of location of establishments if characteristic of the industry (centers of cities, onlookings, etc.).
4. Indication of the size of establishments: typical and range.
5. Working hours typical and range; shift work if indicated; weekends if indicated.
6. Stability of employment (seasonability, regularity, etc.)

To be avoided

1. Broad generalizations without reference points readily understood by reader such as "accident rate is decreasing" without mention that it is 3 times the average for manufacturing.
2. Emphasis on the "Typical" case without mention of variability.
3. Overemphasis on facilities, benefits, and "glamor".

2. Fringe benefits--insurance, profit sharing plans, vacation provisions, paid holidays, sick leave, etc.

Good to excellent

1. Should include other factors such as retirement and pensions.
2. Relative statements regarding benefits in comparison with comparable industries.

To be avoided
1. Technical worded descriptions of programs.
2. Absolute statements which can have little meaning for the reader without some standard for comparison.

(3) Major unions and professional organizations. If applicable.

h. How and to whom to apply for jobs
(May be discussed in a general section relating to the industry as a whole, if arrangements do not vary among occupational groups).

Good to excellent
1. A clear indication as to whom and where to apply for employment for the jobs described in the brochure.

To be avoided
1. Vagueness as to where and to whom the applicant should apply.

D. The community (where written for a particular industry in a particular community) schools, housing, churches, health, climate, transportation

Good to excellent
1. Specific information concerning expenses such as housing, food, transportation and educational facilities in the locality.
2. Accurate information concerning community services (churches, recreation, health, cultural activities in the locality.)

To be avoided
1. Generalized information concerning living conditions, expenses, and facilities.
2. No mention of living conditions and community resources where brochure is for an industry in a specific community.

E. Where to go for more information.
(Give sources of detailed information about specific jobs--preferably references to standard, nationally available publications.)

Good to excellent
1. List relatively small number of direct sources of further information such as trade association, government, labor union.

To be avoided
1. Large numbers of references.

The Guide also presents standards for style and format. Reprints of this report are also available from the National Vocational Guidance Association.

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